

Week 1

What Do You Know? Pretest 1

Pretests are just what they sound like. They are a test of your *previous* knowledge to see what you might already know about this time period. Pretests are also designed to introduce new people and places as well as to stir your curiosity. I recommend that you check your answers but do not record a grade. Chances are you will miss a lot of questions, but that's alright. If you knew all the answers, you wouldn't need this course! Consider this pretest and those to follow as a sneak peak into what you *will* be learning.

Who/What Am I? Choose the best answers from the Word Bank below.

1. I am a flower representing the House of York in England. What am I?
2. I am a flower representing the House of Lancaster in England. What am I?
3. I am the nickname for a royal English bodyguard. Who am I?
4. I am remembered as the father of Italy. Who am I?
5. We were a rich family of bankers in Florence, Italy. Who are we?
6. My name means *Angelic Brother*. I painted for the glory of God. Who am I?
7. I was the prince of Aragon and became the king of Spain. Who am I?
8. I was the princess of Castile and became the queen of Spain. Who am I?
9. I was a Dominican friar hired to oversee the Spanish Inquisition. Who am I?

Word Bank

Isabella	white rose	Cosimo de' Medici
Fra Angelico	Ferdinand	Beefeater
red rose	Tomás de Torquemada	Medici family

1455–1485

The Wars of the Roses

Lesson 1

ONLINE NOTE: Footnotes for Lessons 1–3 are listed at the end of the Lesson 3 Activities.

Though the title of our lesson might make you wonder, roses don't really have wars. We all know that. So what were the "Wars of the Roses"? Well, they were a long series of struggles between two ruling groups of families in England. We call these ruling groups "houses." For thirty years, the **House of Lancaster** fought with the **House of York** over who would be the king of England. What does this have to do with roses? It's really quite simple. The House of York used a *white rose* for their royal emblem. The House of Lancaster used a *red rose* in their coat of arms. So, the clashes between these two houses became known as the "Wars of the Roses."¹

Before I get into the details of these wars, I'd like to review the history of England with you. (Some of you have already studied this information in other volumes of *The Mystery of History*. If you didn't, don't worry. I'll get you caught up very quickly! Younger Students may opt to skip this review.)

A Brief History of England

For such a small island, England has had a great influence on our world. Its people are a melting pot of great cultures. Going far back in time, you would find that England was occupied by the amazing people who built **Stonehenge**. England was settled later by the **Celts** (Keltz) — until **Julius Caesar** brought over the **Romans**. The Celts and the Romans lived side by side in England until 476 when the Roman Empire collapsed. With that collapse, the Romans left England. They left the Celts stranded against the invading tribes of the **Angles**, the **Saxons**, and the **Jutes**. Those were the legendary days when **King Arthur** and his knights fought the Saxons to protect their homeland.

But worse than the invading Saxons were the **Danish Vikings**. During the 700s they pillaged, plundered, and attacked the coast of England to make parts of it their home. **Alfred the Great**, a Saxon king,

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did his noble part to keep the Vikings in one place. Alfred was a strong Christian king who tried to make peace with the Danes by telling them about Jesus. For the most part, Alfred was successful. Under his rule, the threat of the Vikings lessened and the strength of England grew.

England was just coming together as a nation under the Saxons when a powerful man from Normandy, France, decided to make it *his* home. That man was **William the Conqueror**. In 1066, he invaded England at the famous **Battle of Hastings** and crowned himself king. With him came a rush of Frenchmen into England *and* the idea of feudalism. (Feudalism is a system of rule by kings and landowners.) England was then subject to a host of kings and queens throughout the period of the Middle Ages. I'm sure you've heard of that era.

Some kings and queens were magnificent, like **Eleanor of Aquitaine** and her son **Richard the Lionhearted**. Some were ill tempered and cruel, like **King John** from whom the tales of **Robin Hood** are derived. King John was in fact so evil that the English forced him to sign the **Magna Carta** to put limits on his power. It was a concept that shaped history.

Eventually, England and France began to fight each other because the English wanted complete freedom from the French. This long and fearsome struggle was called the **Hundred Years' War**. It included the tragic death of **Joan of Arc**, a brave young girl who fought for France and was burned at the stake.

The House of York Takes England

This leads us to our present study of the Wars of the Roses in England, which spanned the years **1455–1485**. Shortly after the Hundred Years' War, the House of Lancaster was ruling the nation. This house included a line of three kings named Henry IV, Henry V, and **Henry VI**. (There were a lot of kings named Henry in English history. You can keep them straight by the Roman numerals that appear after their names.) It was Henry VI who had problems that led to the Wars of the Roses. You see, Henry VI was quite feeble and from time to time showed signs of insanity. He probably suffered from catatonic schizophrenia (skitz oh FREN ee ah). Because of his condition, Henry VI really wasn't a good ruler for England.

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If Henry's mental issues weren't bad enough, Henry's officials were corrupt and his queen was power hungry. With all these problems, the country grew ripe for civil war. It was then that a rival family of nobles — called the House of York — decided to take action. The House of York had hoped for years to gain control of the nation. In 1455, the first blood was shed over the matter at the small **Battle of St. Albans**. In that battle, the Yorkists defeated (or beat) the Lancastrians. Though they won, the House of York failed in making *their* leader, the **duke of York**, the next king. The English Parliament kept Henry VI in place as the king. They made the duke of York the “Lord Protector” of the nation. It was a sort of compromise. Though he was not made king, the duke of York had a lot of power. He more or less ran the country during Henry's episodes of mental illness.

This arrangement might have continued awhile and worked just fine had it not been for the queen. Henry's wife, **Queen Margaret**, was afraid that *her* son would never inherit the throne of England with the duke of York having so much control. So, Queen Margaret raised up forces to fight against the duke of York. In 1460, at the bloody **Battle of Wakefield**, Queen Margaret got what she wanted. The duke of York was slain in combat! In prideful victory, Queen Margaret had his head mounted on the town gates of York. (Disgusting, isn't it?) She left his head to rot in public as a reminder that the House of Lancaster, *not* the House of York, was still on the throne of England. (Remember, I told you that the queen was power hungry!)

The message of the queen, however, wasn't as clear as she hoped. Completely against her wishes, Parliament declared that the *son* of the duke of York would be the next king of England! His name was Edward. Now, keep in mind, Henry VI wasn't dead; he was just incompetent. So, to get Henry out of the way, Edward had him locked up in the Tower of London! The queen fled to Scotland, and Edward was crowned **Edward IV**, the new king of England. He was only 19. Edward IV was, of course, of the House of York. After a few more bloody battles, the House of Lancaster was officially out. But this is still not the end of the story!

The House of Lancaster Retaliates

The House of York had great confidence in their new king, Edward IV, but they greatly underestimated the House of Lancaster. The **earl of Warwick**, who was nicknamed “the Kingmaker,” manipulated the royalty

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to put Henry VI *back* on the throne of England! Unstable and bemused, Henry VI was let out of the Tower of London to once again be the king. His rescuer, the earl of Warwick, secretly hoped to rule England through him. Poor Henry. He was being used and didn't even know it. Still suffering from mental illness, he held on to the throne for only a few months. But it was long enough for the civil war to start up all over again.

The conflict erupted again in 1471, when Edward IV declared war against Henry. In a confusing battle in the fog, the Lancastrians accidentally fought their own men! The earl of Warwick, the kingmaker, was killed. After two gruesome battles, Edward won. He immediately claimed the throne of England *again* for the House of York. To prevent Henry VI from ever being king again, Edward threw Henry back into the dark and dreary dungeon of the Tower of London and days later had him executed. The queen, who had by then returned from Scotland, was spared death. But she was kept in prison. For England, it was a soap opera that seemed to have no end — because you see, there's even more to this tangled story!

An Evil Plot

If it weren't bad enough that the houses of Lancaster and York warred *against one another*, the House of York had a battle going on within itself. Edward IV of the House of York had two young sons who were in line to become king after his death. But Edward also had a brother named Richard, who wished to become the next king. Can you see the problem? There was serious rivalry in the family.

As the story goes, in 1483, Edward IV died unexpectedly. His oldest son was immediately named king. But this was not to last long! Richard (who was Edward's brother and the boys' uncle) locked up the boy king and his younger brother in the Tower of London. They were only 12 and 9! Some would say this happened because Richard was wretched and ruthless. Others would say he was only "protecting" the boys from other rivals by locking them away. No one knows for sure, but the boys seemed to "disappear" for good, and Richard was crowned **King Richard III** of England.

As an intriguing side note, most would say that the young princes were never seen or heard from again and that they were murdered or starved to death in the Tower of London. But, in the seventeenth century, a

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workman found their supposed bones while repairing an old stairwell. The true fate of the boys remains quite a mystery. To add to it, a few years *after* the disappearance of the boys, a young man *claimed* to be one of the two princes who had escaped! If his story were true, it would have made *him* the rightful king of England! But most people didn't believe him. They thought he was an imposter whose real name was **Perkin Warbeck**. Most of England assumed that the poor princes were dead, and England continued to acknowledge Richard III as the king.

The House of Tudor

Now, after all this turmoil in the House of York, what do you think the House of Lancaster thought about Richard III? I think they were terrified of him. If Richard had been ruthless enough to lock up his own nephews for life, what else was he capable of? They couldn't afford to wait and find out. The House of Lancaster made a plan. Their plan involved none other than the *son* of Henry VI, the insane king whose reign triggered the Wars of the Roses to begin with! How very ironic. The name of Henry's son was **Henry Tudor**.

Henry Tudor first used force against Richard III in the **Battle of Bosworth Field**. Richard had a chance of winning the battle until one of his own lords traded sides in the war and joined the Lancastrians! With that turn of events, Richard III was killed in battle and that was the end of him *and* the line of York kings.

To change the lineage of kings for good, Henry Tudor went a step beyond the battlefield. Going against all Lancaster tradition, he married a woman from the House of York! His idea was to unite the feuding families once and for all. The woman he chose to marry was — believe it or not — the daughter of Edward IV and the sister of the disappearing princes! And you know what? The outrageous plan worked. The marriage *did* bring peace between the houses. Henry dropped the names of Lancaster *and* York and renamed his family the **House of Tudor**. His new title became **Henry VII**.

To help keep the peace that he created, Henry VII did something else special. He created a unique group of bodyguards to protect him from assassination. These bodyguards were named **Yeoman Warders**, but most know them as "**Beefeaters**." Why were they nicknamed Beefeaters? There are two theories — either they

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really ate a lot of meat, which was their daily ration, or the name was modified from the French word for guard, which is *buffetier*. (Buffetier – Beefeater. I think you can hear the likeness.) Either way, the name Beefeaters has stuck for centuries. The Beefeaters still guard the Tower of London today and are known for their elaborate costumes and great knowledge of English history.

In closing, let me tell you about one more thing that Henry VII did to help keep peace in England. He made the royal emblem of the House of Tudor a *two*-color rose. He made it both red *and* white to symbolize the new union. You will learn later in this volume that the House of Tudor, with its red and white rose emblem, gave England some of its most famous and infamous kings and queens.

Activities for Lesson 1

A Note from the Author: Remember that these activities are *optional*! I provide a *variety* of choices to appeal to all learning styles. Choose one per student, one per class, one per family, or none at all, depending on your interest, talent, time, and resources. Older Students: Remember to choose activities that will enhance this course for a high school credit.

1A—All Students

View aerial footage of the Tower of London on the Internet. Visit:

<http://video.google.com/videoplay?docid=-7881408930119200989&q=tower+of+london>

1B—Younger Students

1. Print and Paste. The Tower of London is a very famous place that you will hear more about in future lessons. So, I'd like you to have a good picture of it in your mind from all different angles. (It's more than just a tower.) With adult supervision, find various pictures of the Tower in the library or on the Internet. Print or copy some of your favorites. Paste these onto notebook paper titled "Princes Disappear in the Tower of London." File this paper in your Student Notebook under "Europe: England."

2. Tudor Rose Pencil Topper.

Materials: One piece each of red and white tissue paper, ruler, scissors, pencil, clear tape

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- a. To make red petals, cut out two circles of red tissue paper. Make one circle about 5 inches in diameter and the other about 4 inches.
- b. To make white petals, cut out two circles of white tissue paper, making one about 3 inches in diameter and the other about 2 inches.
- c. Gently poke a pencil through the center of the smallest piece of white tissue paper. Push the paper up to the eraser.
- d. Do the same with the next piece of white tissue paper, creating a white center for your Tudor rose.
- e. Add the red petals one at a time starting with the smaller of the two.
- f. Twirl and twist the petals into place to resemble a rose. Secure with a small piece of clear tape.
- g. Use your two-tone pencil topper in class to remember the House of Tudor, which brought the red and the white rose emblems together. (Photo 1B)

1C—Middle Students

1. **Beefeaters.** Print or photocopy images of Beefeaters (Yeoman Warders). They have two distinct costumes. Find and print samples of both. Investigate the occasion for using the two different costumes. Crease a piece of notebook paper lengthwise to create two columns. Glue one image on top of each column. Write a short paragraph underneath each image explaining when that costume is used. Title your paper “The Yeoman Warders of Henry VII: Still Guarding the Tower of London.” File it in your Student Notebook under “Europe: England.”

2. **Flip Chart.** (Approximately 20 minutes.)

Materials: One piece of white or colored notebook paper, five pieces of different-colored paper cut to 6 by 11 inches, ruler, scissors, pencil, 15 inches of string or hemp, broad marker, fine marker or pen, glue

- a. Cut each of five pieces of colored paper to be 6 by 11 inches. Stack.

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- b. On a flat working surface, slide the pages apart horizontally and stagger them one inch apart as shown. (Photo 1C-1)
- c. Fold the right sides of your pages over to meet the middle. Slide the pages carefully to continue the pattern of exposing one inch of each piece. Crease all pages when they are even. (Photo 1C-2)
- d. Turn the pages vertically on your working surface. Lift the fifth flap that you have created (where the middle piece of paper lies).
- e. Insert a piece of string or hemp. Bring the ends of the string up to the top and tie. This should secure the papers together. (Photo 1C-3)
- f. Now turn to the table in Activity 1C in the Activity Supplement and transfer the information provided there onto your chart. Using a broad marker, on the outside of the first flap write the name of England's first ruling group ("First Saxon Period"). On the second flap, write the next ruling group ("Danish Vikings"). Continue your way down the flaps until all 10 periods are written down. (Photo 1C-4)
- g. Lift up the first flap. Using a fine marker or pen, record the ruler information from the table that corresponds to the First Saxon Period ("Alfred the Great, 871–899"). Continue in this fashion all the way down the chart. (Photo 1C-5)
- h. Glue your chart onto a piece of white or colored notebook paper. Leave room to title the page "England's Rulers." Do not place much glue at the bottom of your chart, so that the last flap can easily be raised. (Photo 1C-6)
- i. File this chart in your Student Notebook under "Europe: England."

1D—Middle/Older Students

Further Investigation. The story of Perkin Warbeck is an ongoing mystery. To further investigate, visit the Web site listed below. If the story were set in modern times, what would be done to prove or disprove the mystery?

www.channel4.com/history/microsites/H/history/n-s/perkin.html

1E—Older Students

1. Copy the table in Activity 1C in the Activity Supplement onto colored notebook paper using color-coded markers for the divisions. File in your Student Notebook under “Europe: England.”

2. Watch or read any version of the following films or works of literature.

- *Richard III*, a play by William Shakespeare based on the lockup and murders of the young princes in this story. In the play, Richard is tormented by his evil doings — plus much more.
- *Henry VI* by William Shakespeare.
- *Men of Iron* by Howard Pyle, a classic novel of the time period. The book was made into a movie titled *The Black Shield of Falworth*, starring Tony Curtis and Janet Leigh.

1464

**Cosimo de’ Medici and
the Rise of the Italian Renaissance**

Lesson 2

The rise of the Renaissance in Italy just can’t be understood without knowing about **Cosimo de’ Medici** (KO zee mo deh meh DEE che *or* MEH de chee). Cosimo was considered “The Father of His Country,” but many in his family were famous. Cosimo’s grandson was nicknamed “the Magnificent”; three Medici men became popes; and two Medici women became queens in France. That’s not bad for one family! Though eventually I will tell you more about all of them, today we will look at just Cosimo and a few of his close friends. With money, ideas, and talent, Cosimo and his friends were *all* influential in ushering in the time period known as the **Renaissance**.

Italy, just so you know, was not yet a unified country in the 1400s. It was divided into city/states that were usually ruled by rich, powerful families rather than by kings. **Florence** was one of these city/states, and it

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was the home of the Medici family. The Medicis were bankers. Through wealth and power, they ruled Florence for nearly three centuries.

As for Cosimo, he was the second Medici to rule Florence. Cosimo was not only rich and powerful, he was brilliant and *loved* to learn. He particularly enjoyed studying ancient texts written by the Greeks and Romans. Because he was rich, Cosimo could afford to buy these texts from scholars who had escaped Constantinople after it was overrun by the Turks.

Being not far from Greece, scholars in Constantinople had for centuries preserved ancient Greek manuscripts. I'm talking about books written by ancient Greek philosophers like **Plato** and **Aristotle**. Do you remember them from your past studies? Cosimo spent a fortune collecting and reprinting their old books and other classics. He invested in thousands of books written in Latin as well as in Greek. Cosimo was generous enough to share these rare books with the scholars of Italy. In fact, just to ensure that others had access to the writings of Plato, Cosimo started the first **Platonic Academy** in 1445.

The men who studied these old classic texts in their original languages were labeled “**humanists.**” They were called this for studying *umanita* (ooh ma NEE ta), or “the humanities.” A humanist, as the name implies, favors the study of mankind. Some humanists of old *so* favored the study of mankind that they left God out. Others didn't and tried hard to integrate their faith with Greek philosophy. Either way, *most* humanists of the Renaissance promoted the greatness of mankind above all else. This greatness was particularly noticeable in the achievements of the Renaissance.

Brunelleschi the Architect

What were mankind's achievements during the Renaissance? They were too numerous to describe here. But I will tell you about four of Cosimo's friends who achieved a great deal. The first was **Filippo Brunelleschi** (Fuh LEE po Broo nayl LAYS kee). Brunelleschi was an architect. (That means he designed buildings.) It seems that he, like other Renaissance architects, didn't care at all for the Gothic style of building that had once been popular across Europe. They thought Gothic cathedrals like Notre Dame were a bit

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“overdone” with all their dainty detail, flying buttresses, and pointy spires. For inspiration, Brunelleschi looked instead to the bold, columned structures of the ancient Greeks and Romans. Are you beginning to see why Brunelleschi and Cosimo were great friends? They both admired ancient Greek and Roman works.

For a time, Brunelleschi moved to Rome to observe the old ruins there. From that experience, he was inspired to build his most famous work, the **dome of Santa Maria del Fiore** in Florence. (This cathedral dome is more commonly known as the Dome of Florence.) A story is told of Brunelleschi that to get hired to build the dome, he challenged other architects to make an egg stand on its end. None of them could do it. Brunelleschi bragged that he could. He then broke an egg, took the empty blunt end of it in his hand, and successfully stood it on a table. The other architects argued that Brunelleschi cheated, but his cleverness got him the job. He was hired to build the great dome — though it was, of course, far more difficult than getting an egg to stand on its end!

It took Brunelleschi 14 years to build the dome of Florence. Few to this day stand more perfectly. So marvelous is this dome that not even Michelangelo wanted to compete with it. When he was asked to build a similar dome at the Vatican, Michelangelo protested that he would make one larger but *not* more beautiful.

Donatello the Sculptor

Another of Cosimo’s close friends was **Donatello** (Dahn uh TELL oh). He was a sculptor. And just like Cosimo and Brunelleschi, Donatello liked to study ancient works for inspiration. What better masters to study than — you know who — the ancient Greeks and Romans. In fact, Donatello traveled to Rome along with Brunelleschi to be inspired by the classical ruins there. Donatello copied the graceful flowing look of ancient Greek sculpture but improved upon it with his knowledge of anatomy. (Anatomy is the study of the human body.) Donatello used anatomy to make his figures look even *more* lifelike than the Greeks did.

There is a humorous story about just how lifelike Donatello’s work could be. It seems that one of Donatello’s “not-so-attractive” customers ordered a statue of himself, but upon seeing the completed work, was insulted at how ugly it was. The customer didn’t want to admit that he was unattractive, so rather than fuss

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about the statue's ugliness, he complained that it was too expensive. When Donatello found out, he smashed the sculpture into a thousand pieces! Seems to me they both lost on that deal.

Eventually, Donatello left Rome and moved back to Florence. Cosimo had endless money to sponsor projects for Donatello and Donatello had endless talent to complete them. His work spread all over Florence. His best works include the statue *St. George*, the *Equestrian Statue of Gattamelata* (which is a man on horseback), and the bronze statue *David*. It is the statue of David that Donatello is probably most famous for, though Michelangelo would later outdo him.

It has been said that Cosimo took such good care of his friend Donatello that Donatello had no real need for money. Because of this, Donatello kept his money hanging in a basket in his studio. He insisted that his friends help themselves to his money *whenever* they needed it — without asking! Donatello and Cosimo were such good friends that before Donatello died, he asked to be buried next to Cosimo. The two lie side by side at the church of San Lorenzo.

Religious Art of the Renaissance

Before I introduce you to two more friends of Cosimo de' Medici, I want to stop and explain something about art in the Renaissance. Although Cosimo was influencing the *scholars* of his time toward Greek philosophy and humanism, *artists* of the same time period were s-l-o-w to reflect humanism. Why? Well, most artists were being paid by the church to make religious scenes about God.

You see, the churches of the Renaissance weren't designed just to gather worshipers. The buildings themselves were designed to teach. Doors, arches, and ceilings — indeed, all parts of the church — were decorated to tell the stories of the Bible. Paintings, sculptures, and reliefs (which are one-sided sculptures) were carefully conceived to inspire the masses. For example, it took an artist named **Ghiberti** 48 years to carve a bronze relief for the doors of a baptistery! It contained 38 panels of Bible stories from both the Old and the New Testament. Young people, old people, smart people, even those who couldn't read — all could learn from seeing the works of the artists.

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Now, if the artists of the early Renaissance were Christians, or humanists, or a little of both, most of their work *was* very religious because of the role of the church. Does that make sense? It should. I'll bring this topic up again later because we will see changes in this religious theme in art.

Fra Angelico and Fra Filippo Lippi

Now that I've explained the *reason* for religious art in the Renaissance, I have examples of two artists who painted the same scenes of the Bible — but for very different reasons. Both artists were monks, but one seemed to sincerely paint for the glory of God and the other didn't.

Let's start with the sincere one. His nickname was **Fra Angelico** (Frah an JELL ih ko), which means "Angelic Brother." As his name implies, he was a gentle, peaceful, humble man. Fra Angelico is said to have "painted in much the same mood in which he prayed, and he never painted without praying first."² No wonder he was nicknamed an angel.

I think you would agree, when you see samples of Fra Angelico's work, that it is inspiring. His work is delicate, gentle, and lovely in every detail. Though he was invited to live the comfortable life of an archbishop, Fra Angelico chose to remain a simple Dominican monk. He spent most of his life painting stories of the Bible in the monasteries where he lived. In every situation, Fra Angelico painted his favorite scenes of Mary, Christ, the Crucifixion, and the Transfiguration.

One of the most inspiring of Fra Angelico's paintings was made for Cosimo, who from time to time retreated to a monastery for rest. On the walls of Cosimo's small room, Fra Angelico painted the *Crucifixion* and the *Adoration of the Kings*. We may never know how Fra Angelico touched others with the story of the Gospel, but it seemed to be his intent. Because of his strong faith, Fra Angelico is considered the last of the great medieval artists.

In contrast, there was the other monk. His name was **Fra Filippo Lippi** (Frah feh LEE po LIP pee). Now I don't mean to be judgmental, but he was hardly the angel that Fra Angelico was. Though his work was excellent, and in fact beautiful, Filippo Lippi seemed much more enamored with this present world than with

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eternity. Like Fra Angelico, he enjoyed painting numerous scenes of Mary — but it was probably because he enjoyed the pretty ladies who modeled for him! Filippo had a bad reputation for mingling with nuns and even took one to be a girlfriend. For his misconduct, Filippo had to leave his monastery, but he did keep the title of a monk for the rest of his life.

A story is told that Cosimo once locked up his friend Filippo to help keep his mind off women and onto finishing an art project. But Filippo tied sheets together from his bed and snuck out the window to visit a young lady or two. Cosimo pardoned Filippo's poor behavior and promised never to lock him up again. The church apparently pardoned the artist, too, because priests, nuns, and bishops continued to hire Filippo Lippi for his great ability to paint.

Pater Patriae, Father of His Country

As for Cosimo de' Medici, his last years were tranquil ones (that means “peaceful”). When in the quiet countryside of Italy, he enjoyed his old books and close friends. When in the busy city, he enjoyed his vast collection of art and antiquities. His rule over Florence had been a good one. He raised the standard of the middle class and when he died in **1464**, both the rich and the poor grieved over his death.

Cosimo was so greatly appreciated for all he had done for Italy that he was given the title ***Pater Patriae***, which means “**Father of His Country.**” Indeed he was because of his great influence. And in an unusual way, Cosimo's passion to buy and sell “old things” is still honored today. Pawn dealers (those who buy and sell used items) often display three decorative balls on their signs and in their advertisements. These three balls are an adaptation of the numerous balls on the Medici coat of arms! Check it out for yourself. I love it when history shows up in unexpected places.

Activities for Lesson 2

2A—All Students

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1. Money Basket. Following the example of Donatello, make a money basket for friends or family in need. Have everyone in the class (or your family) donate loose change to a basket on an ongoing basis. Let anyone IN NEED take from the basket — without having to ask permission.

2. Art Gallery. Using an Internet search engine such as Google, print examples of any items listed below. Compare the religious tones of the two monks. Label your prints by name and artist and file in your Student Notebook under “Europe: Italy.”

- a. The Dome of Florence (Santa Maria del Fiore) built by Brunelleschi.
- b. The bronze statue *David* by Donatello.
- c. *The Annunciation* (or any work) by Fra Angelico. (Observe the use of “perspective” and “depth of field” created by the diminishing size of the arches over Mary’s head.)
- d. Any artwork by Fra Filippo Lippi.

2B—Younger Students

1. Egg Trick. In good humor, challenge your friends, like Brunelleschi did, to “set an egg on its end.” Tell them that you can do it — though you will not want to reveal just how. After they try and fail, break an egg in half (over a bowl or sink), smooth the rough edges, and set the egg on a table. It may not get you a job like it did Brunelleschi, but it will help you remember his clever trick.

2. Decorative Art. Use watercolors to paint several pages from a Bible coloring book. Like an artist in the Renaissance, hang the paintings on doors, archways, and ceilings to tell stories from the Bible to all who enter your home or classroom.

2C—Middle Students

1. Pawnshop. Browse your local phone book to find an advertisement for a pawnshop. Look for an ad displaying the decorative balls from the Medici coat of arms. (Though several shops were advertised in my phone book, I found only one with the emblem.) If you can find one, photocopy it and glue it on a piece of

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notebook paper. On the bottom of your paper, write a paragraph explaining why the decorative balls appear in the advertisement. Title your paper “The Medici Coat of Arms in the 21st Century.” File it in your Student Notebook under “Europe: Italy.” If you are particularly adventurous, visit a pawnshop to see what kinds of old things dealers are willing to buy and sell today. (You are more likely to find used jewelry and electronics than ancient Greek manuscripts!)

2. Internet Photo Report. (Approximately 15 minutes.) Using a search engine such as Google Images, find and print examples of three kinds of architecture: **Romanesque**, inspired by the ancient Romans (100s – 1100s); **Gothic** (1100s – 1400s); and **Renaissance** (1400s – 1600s). Notice the similarity between Romanesque and Renaissance. Why are they so much alike? Cut out and glue examples of each on a notebook piece of paper. Label and date them accordingly. File in your Student Notebook under “Europe: Italy.”

2D—Older Students

Conduct a survey of 30 to 50 people, asking friends, family, and classmates approximately how many books they own. Use your results to create a scale identifying *minimal* book collectors, *average* book collectors, and *eccentric* (avid) book collectors. Examine your findings. Are there similarities and/or differences between the groups? What are some of the professions represented by the groups? Based on the scale you created, where do you find yourself? Are you a minimal, average, or eccentric book collector? If this topic is of great interest to you, research **Niccolò de’ Niccoli**. He was an extraordinary Latin scholar and an eccentric book collector. Discover his connection to Cosimo de’ Medici.

1469

Ferdinand, Isabella, and the Spanish Inquisition

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Lesson 3

You might have heard of **Ferdinand and Isabella**. They are the royal couple who sponsored Christopher Columbus on his famous voyage to the New World. We're going to look at that important event soon. But Ferdinand and Isabella are well known for something else. Unfortunately, they are also the ones who started the **Spanish Inquisition**. This was a dreadful court created to weed heretics out of the church. (I'll explain what "heretic" means later.) Sadly enough, the Inquisition grew to be one of the cruelest institutions ever set up by man. Let me explain how it came to be.

At this time in history, Spain was divided into a handful of kingdoms — each ruled by its own royal family. Ferdinand was the prince of the kingdom of **Aragon**. Isabella was the princess of the kingdom of **Castile**. She was strong and devout in her faith. She never missed Mass or the celebration of holy days recognized by the Medieval Church.

Well, the Spanish kingdoms of Aragon and Castile were destined to merge into one. Can you guess how? Young Ferdinand and Isabella got married. They were only teenagers, but their marriage in **1469** brought together the two largest kingdoms of Spain and made Ferdinand and Isabella a powerful king and queen. The wedding was a grand event that lasted six days and nights. Though their marriage was political and arranged, the teenagers seemed to genuinely care for one another. As a token of his love, Ferdinand gave Isabella a beautiful pearl and ruby necklace that had once belonged to his mother.

The Reconquista

Even before the marriage of Ferdinand and Isabella, the kingdoms of Spain were rich and advanced. During the Middle Ages, Spain was, in fact, in its Golden Age. It attracted merchants, scholars, and inventors from all over the world. For its prosperity, Spain was nicknamed "the Ornament of the World." Spain was also heavily populated with Muslims, Christians, and Jews. (It is important to remember that!) It was during the *later* Middle Ages, that Christians began to drive Muslims to the south of Spain during what was called the

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Reconquista (rrray kon KEE sta). That word means to “reconquer,” which is what the Christians believed they were doing. They believed they were *reconquering* Spain in the name of Christ.

Under Ferdinand and Isabella, this concept of reconquering Spain was taken to the extreme. To raise money for fighting the Muslims, Isabella sold her special pearl and ruby necklace! Then, the royal couple took it upon themselves to drive out of Spain *anyone* they believed was opposed to Christianity — particularly anyone who was Jewish. They did this by instituting the Spanish Inquisition.

The Spanish Inquisition was not really a “thing.” Rather, it was a process. It was the process of putting someone on trial in a court. The name Inquisition comes from the word *inquire*, which means “to ask.” The court “asked” questions of people on trial to prove their guilt or innocence in crimes against the church.

The idea of the church placing people on trial goes back to the 300s. That is when the Roman Empire was “Christianized” by Constantine. Though Constantine freed Christians from persecution through the **Edict of Milan**, he — as a downfall — shifted much of the *authority* of the Roman government to the church. That is how and when the church first became involved in running trials. Jesus didn’t teach that the church should do such a thing, but it seemed to make sense to the Romans. They continued to use the church as a means to run civil matters long after the collapse of the Roman Empire.

I hope you can grasp that difficult concept about the church because I think it is important to understand. (You may even want to reread the last paragraph.) Some would say that the Medieval Church was in error for becoming so political. I would agree. But that’s another topic.

Torquemada and the Dominicans

As for the *Spanish* Inquisition, this particular court system was patterned after one started in the 1300s by the **Dominicans**, a religious order founded by St. Dominic in the Middle Ages. I believe the early intentions of the Dominicans were good. They would claim that they were trying to protect the church from falsehood. Banners of the Inquisition carried the words “Mercy and Justice” to describe the court process. However, in

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promoting justice, the Dominicans got carried away. They used harsh measures to try to turn the hearts of heretics. A heretic was someone who disagreed with the teachings of the church.

Ferdinand and Isabella got carried away in the whole process of turning the hearts of heretics. They placed their court in the cruel hands of **Tomás de Torquemada**. (Toe MAS day tawr kay MAH dah). Torquemada was Isabella's strict childhood priest. He was a Dominican friar who thought nothing was wrong with actually *torturing* people to make them confess sins against the church! A common torture device was the rack, which stretched and pulled the arms and legs of the supposed heretic.

On his behalf, some would say that Torquemada believed he was saving souls from *eternal* punishment by punishing them here on earth. Perhaps he was hoping to soften hardened hearts. Perhaps he cared so much for the souls of the lost that he would do anything for their salvation. I don't know his exact thoughts.

Regardless of one's opinion of Torquemada, here is an account of what occurred under his leadership as the head inquisitor in Spain. Between 1478 and 1483, the Spanish Inquisition was most often directed at Jews who *claimed* to have converted to Christianity — but didn't. Apparently it was common for Jews in Spain to do this. To avoid persecution, they claimed to be Christians but secretly practiced their Jewish faith. For supposedly converting, they were called *conversos*.

During the Spanish Inquisition, these “secret” Jews were arrested, put on trial, and sometimes put to death. The World Book Encyclopedia states that at least 2,000 people were put to death during the 18 years that Torquemada was head inquisitor.³ Some sources claim that over 341,000 people were punished and that 32,000 were killed over the course of time!⁴ We may never know the exact number who suffered, but most who died were strangled to death and then burned. This dirty work was performed by soldiers rather than by the inquisitors themselves. This might explain why the inquisitors grew callous toward the killings and ordered so many. They literally kept their own hands clean of the bloodshed.

In 1492, Ferdinand and Isabella made persecution even more official when they signed the **Edict of Expulsion**. This edict forced Jews to leave Spain within three months if not willing to be baptized. As a result,

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as many as 800,000 Jews fled Spain! They took with them their businesses, their skills, their books, and their families. Some historians believe it was a great loss to Spain. But who could blame the Jews for fleeing? This was the largest mass exodus of the Jews in Europe before the Holocaust under Adolf Hitler. The last date that most Jews left the country was August 2, 1492.

In knowing all of this, perhaps you can understand why I would call the Spanish Inquisition one of the cruelest institutions of mankind. I don't believe Jesus ever intended for Christianity to be promoted through torture or execution. But unfortunately, the Inquisition, in one form or another, continued across Europe for centuries.

As for Ferdinand and Isabella, they continued to rule Aragon and Castile to form the nation of Spain. Their daughter would grow up to make history by marrying Henry VIII of England. Their granddaughter would grow up to be nicknamed "Bloody Mary." (These are interesting stories to come!) Other than their harsh treatment of supposed heretics, Ferdinand and Isabella ruled wisely and had great vision for the future. That fact is probably why they are more "kindly" remembered as the king and queen who sponsored Christopher Columbus. But we'll get to that later.

Activities for Lesson 3

MEMORY CARDS

Make your Memory Cards for Lessons 1–3. Follow the directions for making these cards given in the section "Memory Cards" in the front of the book.

3A—All Students

Pray. The Inquisition is difficult to study. Use this time to pray for innocent people today who suffer for what they believe. For more information on present-day persecution, visit *The Voice of the Martyrs* Web site at www.persecution.com.

3B—Younger Students

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Royal Jewels. (Approximately 25 minutes.) Girls: Create a pearl and ruby necklace like that of Isabella. Boys: Make a cross necklace fit for a king. See Activity 3B in the Activity Supplement for directions. (Photo 3B-5)

3C—Middle Students

Wedding Invitation. Two thousand people attended the wedding of Ferdinand and Isabella that lasted six days and nights. Use your imagination to create a royal wedding invitation for the couple. (I suggest using a publishing software program on a computer.) The actual wedding date was October 19, 1469. To “age” the document, dip it in tea or coffee and allow it to dry. Attach your finished invitation to a piece of notebook paper titled “Aragon and Castile Unite Through Royal Marriage.” File it in your Student Notebook under “Europe: Spain.”

3D—Older Students

1. In the book *Inquisition*, historian Edward Peters claims that the gory details of the Inquisition were grossly exaggerated in the literature and artwork of the Renaissance to deter others from committing heresy. Others would state that the Inquisition was as bad as portrayed. (Accurate or not, the images can be disturbing and are not for young eyes!) Using reference books, an encyclopedia, or the Internet, copy or print images of Inquisition torture tactics. Collect your images in a medium-sized manila envelope with a clasp. Glue the envelope onto a page titled “The Spanish Inquisition: Fact or Fiction?” Label the outside of the envelope “Disturbing Images.” File this in your Student Notebook under “Europe: Spain.” (Caution: Some images portray heretics in the nude.)

2. Read selected chapters of *Foxe’s Book of Martyrs*. (There are several chapters dedicated to the Inquisition.)

Footnotes for Lessons 1–3

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1. We can thank William Shakespeare for the term *Wars of the Roses*. He was the first to draw attention to the roses in a fictional play about Henry VI.
2. Will Durant, *The Renaissance*. Vol. V of *The Story of Civilization*. New York: Simon and Schuster, 1953; p. 102.
3. *World Book Encyclopedia*, 50th Anniversary ed., s.v. “Torquemada.” Chicago: Field Enterprises Educational Corp., 1966.
4. E. Michael and Sharon Rusten. *The One Year Book of Christian History*. Wheaton, IL: Tyndale House Publishers, 2003; pp. 430–431.

Take Another Look! Review 1: Lessons 1–3

Wall of Fame

This is the place in our studies where I would like you to create timeline figures for a notebook, poster, classroom wall, or a foldable sewing board. (See “Wall of Fame Timeline Suggestions” in the front of this book for methods of building a timeline.) You can make your own figures following my suggestions or use premade figures. In *History Through the Ages — Resurrection to Revolution*, Amy Pak of Homeschool in the Woods has created beautiful illustrations that will correlate with many of our lessons. In brackets after each entry, I have indicated which of Amy’s figures will best correspond to our studies.

- **The Wars of the Roses (1455–1485)** — Draw a red rose and a white rose with boxing gloves as if they are in a fight. Title your drawing “Wars of the Roses” and remember to add the date. Place this figure on the year 1455 on your timeline. [From *History Through the Ages*, use *Earl of Warwick* and *Richard III*.]
- **Cosimo de’ Medici (1464)** — Depict a man holding a book titled “Greek and Roman Classics.” On the figure, write the name “Cosimo de’ Medici.” Add the date and place it on your timeline on the year 1464. [Not yet available.]
- **Ferdinand and Isabella (1469)** — Draw a king and queen together. Below them, draw a large gavel (the hammer-like device used by judges). On the handle, write “The Spanish Inquisition.” Give the figure a name and date and place it on your timeline on the year 1469. [Use *Ferdinand V and Isabella I*.]

SomeWHERE in Time

In this section, I will give you mapping exercises to correspond to the lessons of the week. For the sake of all ages, these exercises will vary in difficulty from easy to hard. Please choose one per student per week based on: (1) student’s ability and (2) areas of geography that need review or further study. To fulfill credits for high school, Older Students should receive grades for their selected mapping projects.

All Students

Using a globe or map, review the seven continents (*North America, South America, Europe, Africa, Asia, Australia, and Antarctica*) and five oceans (*North Atlantic Ocean, South Atlantic Ocean, North Pacific Ocean, South Pacific Ocean, and Indian Ocean*). For fun, Younger and Middle Students may choose to make a game of being blindfolded, pointing to a map or globe, and trying to name the part of the world selected.

Younger Students

On a globe or map of Europe, use your finger to find England, Italy, and Spain. What shape would you make if you connected these three countries?

Middle Students

On a blank map of Europe ([map # to come](#)), find, label, and color modern **England, Italy, Spain**, and the **Mediterranean Sea**. Label the corresponding capital cities: *London, Rome, and Madrid*. For attractiveness, I recommend outlining the countries in fine-tipped color markers and using colored pencils to

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fill in the spaces. It is always helpful on a map to see blue representing bodies of water. File in your Student Notebook behind the divider for Europe.

Older Students

The boundaries of Europe have changed since the onset of the Renaissance. Use a historical map of the sixteenth century (such as Rand McNally's *Historical Atlas of the World, "Europe About 1560"*) to outline and label the following countries on a blank map of Europe ([map # to come](#)). Then, label the cities listed in parentheses. Color the countries as desired. Title the map "Europe in the 1500s" and file it in your Student Notebook behind the divider for Europe.

- England, Scotland, Ireland (*London, Edinburgh, Dublin*)
- Portugal, Castile, Aragon (*Lisbon, Madrid, Barcelona*)
- France (*Paris*)
- The Holy Roman Empire (*Vienna*)
- Milan, Republic of Venice, Papal States, Tuscany, Kingdom of Naples (*[City of] Milan, [City of] Venice, Rome, Florence, [City of] Naples,*)
- Bodies of water: North Sea, Bay of Biscay, Mediterranean Sea, Adriatic Sea, Ionian Sea

What Did You Miss?

Week 1: Exercise

At the end of each week you will find an exercise or a quiz. Exercises are designed to make you work. For these you are allowed to use your book to find answers to difficult questions. Quizzes are designed to test your knowledge and therefore you should *not* use your book to complete these. We will start with an exercise based on Lessons 1–3.

Who Did It? Using your book for assistance, circle the right answer.

1. Who *invaded* England at the Battle of Hastings? (Alfred the Great or William the Conqueror)
2. Who *ruled* England shortly after the Hundred Years' War? (House of Lancaster or House of York)
3. Who *died* at the Battle of Wakefield? (Queen Margaret or duke of York)
4. Who *carried* the nickname “the Kingmaker”? (Perkin Warbeck or the earl of Warwick)
5. Who *claimed* to be one of the princes who disappeared? (Richard III or Perkin Warbeck)
6. Who *united* the House of Lancaster and the House of York through marriage? (Henry VI or Henry VII)
7. Who *started* the first Platonic Academy? (Aristotle or Cosimo de' Medici)
8. Who *built* the Dome of Florence? (Brunelleschi or Donatello)
9. Who *sculpted* the bronze statue of David? (Michelangelo or Donatello)
10. Who *spent* 48 years carving a relief for a baptistery? (Ghiberti or Gattamelata)
11. Who *painted* the *Adoration of the Kings* for Cosimo? (Fra Angelico or Fra Filippo Lippi)
12. Who *snuck out* of a window to visit young ladies? (Fra Filippo Lippi or Fra Angelico)
13. Who *sold* a ruby and pearl necklace for funding? (Queen Margaret or Isabella)
14. Who *signed* the Edict of Milan? (Constantine or Augustus Caesar)
15. Who *founded* the Dominicans? (St. Patrick or St. Dominic)
16. Who *instructed* Isabella as her childhood priest? (Francis or Tomás de Torquemada)
17. Who *signed* the Edict of Expulsion? (Constantine or Ferdinand and Isabella)

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18. Who *descended* as the granddaughter to Ferdinand and Isabella? (“Bloody Mary” or “Mary Queen of Scots”)

Activity 1C Rulers of England

The following table does not include every ruler of England but rather those studied in this lesson and in previous volumes of *The Mystery of History*.

ENGLAND'S RULERS

RULING GROUP	RULER	DATES OF REIGN
First Saxon Period	<i>Alfred the Great</i>	871–899
Danish Vikings	<i>(not studied)</i>	1016–1035
Second Saxon Period	<i>Edward the Confessor</i>	1042–1066
Norman Conquest	<i>William the Conqueror</i>	1066–1087
Plantagenet Family	<i>Henry II and Eleanor of Aquitaine</i>	1154–1189
	<i>Richard I (the Lionhearted)</i>	1189–1199
	<i>King John</i>	1199–1216
House of Lancaster (Red Rose)	<i>Henry IV</i>	1399–1413
	<i>Henry V</i>	1413–1422
	<i>Henry VI</i>	1422–1461
House of York (White Rose)	<i>Edward IV</i>	1461–1470
House of Lancaster (Red Rose)	<i>Henry VI (again)</i>	1470–1471
House of York (White Rose)	<i>Edward IV (again)</i>	1471–1483
	<i>Young Prince Edward V</i>	1483
	<i>Richard III</i>	1483–1485
House of Tudor (Red and White Rose)	<i>Henry VII</i>	1485–1509

Activity 3B Royal Jewels

Materials for all: Sculpey modeling clay in yellow and red, butter knife, round skewer

Girl's project also needs: White Sculpey modeling clay; 8 feet of thin yellow ribbon (gift wrap ribbon will suffice and cost less)

Boy's project also needs: 3 feet of black cord or leather

Girls Project:

1. Roll a ball of yellow modeling clay flat to about a 1/8-inch thickness. Cut it into a diamond shape about 2 by 2 inches.
2. Using red modeling clay, form four equal teardrop shapes about 1/2 inch long.
3. Press the teardrop shapes into the middle of the diamond in the shape of a cross. (Photo 3B-1)
4. Using white modeling clay, form four very small white balls. Flatten slightly and attach on the sides of the diamond.
5. Using a skewer, poke a large hole at the top of the diamond for a ribbon later.

Boys Project:

1. Roll a ball of yellow modeling clay flat to about a 1/8-inch thickness. Cut into the shape of a cross.
2. Form a small red ball and press it into the center point of the cross.
3. Form four small "snakes" of red modeling clay. Press into the four ends of the cross, trimming the ends as you go.
4. Using a skewer, poke a large hole at the top of the cross. (Photo 3B-2)

All: Bake the jewelry pieces at 275 degrees in an oven. Watch closely. The thick parts of the jewels can bake for as long as 15 minutes. However, thin pieces will begin to brown more quickly. Remove from oven if this begins to happen. Allow the items to cool.

Girls: Cut ribbon into four equal pieces about 2 feet long each. Lay the pieces on top of each other on a flat surface and smooth them. Bring the ends together and thread them through the hole of your jewelry piece. (Photo 3B-3) Create a loop and bring the ends all the way through. Use the loose ends to tie on the necklace. (Photo 3B-4)

Boys: Bring together the ends of your cord or leather piece. Thread them through the hole of your jewelry piece. Create a loop and bring the ends all the way through. Use the loose ends to tie on the cross. (Photo 3B-5)

All: Take a picture in your jewels. Glue it onto a piece of paper titled "King Ferdinand [and/or] Queen Isabella of Spain." File in your Student Notebook under "Europe: Spain."

Pretest Answer Key

QUARTER I

Pretest 1

1. white rose
2. red rose
3. Beefeater
4. Cosimo de' Medici
5. Medici family
6. Fra Angelico
7. Ferdinand
8. Isabella
9. Tomás de Torquemada

Pretest 2

1. Khan
2. Ivan
3. Sophia
4. Storms
5. Hope
6. convicts
7. Age
8. parades
9. Nativity

Answer Key

QUARTER I

Week 1: Exercise

1. William the Conqueror
2. House of Lancaster
3. Duke of York
4. Earl of Warwick
5. Perkin Warbeck
6. Henry VII
7. Cosimo de' Medici
8. Brunelleschi
9. Donatello
10. Ghiberti
11. Fra Angelico
12. Fra Filippo Lippi
13. Isabella
14. Constantine
15. St. Dominic
16. Tomás de Torquemada
17. Ferdinand and Isabella
18. "Bloody Mary"

Week 2: Quiz

1. a
2. d
3. b
4. c
5. b
6. d
7. c
8. a
9. c
10. c
11. c
12. a