



# *Stories of the Old World*

## *History 4*

### FULL WEEK COURSE SAMPLE

INCLUDES:

- COURSE PLAN
- STUDENT BOOK
- TEACHER MANUAL



# Kolbe Academy

## GRADE 4 HISTORY *Stories of the Old World*

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**COURSE TITLE:** Grade 4 History: Stories of the Old World

**COURSE DESCRIPTION:**

This course gives students an overview of Ancient through Medieval World History through **an event driven narrative**. The course provides a foundation of key events in history illustrating how they built up to the Incarnation and flow out of that. Each lesson includes **key vocabulary terms**, **timeline work**, as well as **close-reading** and **reflection activities** along with relevant map studies.

**COURSE TEXTS:**

- ❖ *Stories of the Old World Student Workbook*. Kolbe Academy Press, 2023.
- ❖ *Stories of the Old World Teacher's Manual*. Kolbe Academy Press, 2023. (Optional)
- ❖ *Stories of the Old World Timeline Wall Project*. Kolbe Academy Press, 2022. (Optional)

**TEXT DESCRIPTIONS:**

Components	
Student Workbook	This is the primary textbook for this course. It contains all event narratives and workbook pages assigned in this course, as well as a glossary containing all the key terms highlighted throughout the course. (Available for purchase in the Kolbe Academy Bookstore.)
Teacher's Manual	This optional resource provides an answer key for the Student Workbook as well as helpful notes for the instructor. (Available for purchase in the Kolbe Academy Bookstore.)
Timeline Wall Project	This optional booklet contains the templates needed to complete the timeline project assigned incrementally over the course of the year.

**ADDITIONAL RECOMMENDED SUPPLIES:**

- Colored pencils
- Scissors
- Glue

**SKILLS TO BE DEVELOPED:**

- Interpret timelines and conceptualize time periods.
- Determine the significant events that shaped history from the ancient to the medieval times.
- Use context clues to determine the meaning of unknown words.
- Identify and explain main ideas and key details.
- Understand the roles key figures played in key events.
- Analyze material to choose key events.
- Concretize and solidify information through map studies.

**COURSE OBJECTIVES:**

- Familiarize students with a foundation of knowledge about history from an Incarnational perspective.
  - Students will identify important:
    - People
    - Events
    - Places
- Students will place historical events from the era they are studying in a chronological sequence.
- Students will explain the impact various historical figures had on the world.

**SCOPE AND SEQUENCE & COURSE PLAN AT A GLANCE:**

<b><u>Week</u></b>	<b><u>Unit 1: The Ancient World: Egypt and Israel</u></b>	<b><u>Assessment Schedule</u></b>
1	Prehistory	
2	Unification and the Old Kingdom	
3	Khufu, the Pyramids and Civil War	Test 1
4	Middle Kingdom & Egyptian Empire	
5	Early New Kingdom	
6	Golden Age of Egypt and the Invasions	Test 2
7	Moses and the Kingdom of Israel	
8	The Path to Alexander	
9	Review Week & Writing Assignment	Test 3
	<b><u>Unit 2: Ancient Greece</u></b>	
10	Founding of Greece and Homeric Myths	
11	Greek Mythology and Religion	
12	City-States and Democracy	Test 4
13	Persian Wars	
14	Golden Age of Greece	
15	Peloponnesian War & Hippocrates	Test 5
16	Age of Alexander and the Legacy of Greece	
17	Pyrrhus and the Fall of Greece	
18	Review Week & Writing Assignment	Test 6
	<b><u>Unit 3: Ancient Rome and Our Heritage</u></b>	
19	Geography and Mythology	
20	Roman Kingdom	
21	Founding of the Republic	Test 7
22	Heroes of the Republic and Punic Wars	
23	Development of the Empire	
24	Age of the Caesars and the Pax Romana	Test 8
25	Early Christianity in the Roman Empire	
26	Constantine and the Fall of the Western Empire	
27	Review Week & Writing Assignment	Test 9



**Unit 4 Era of Christendom**

28	The Rise of Monasticism	
29	The Building of a Catholic Europe	
30	A Foundation for the Ages	Test 10
31	The Crusades	
32	England on the World Stage	
33	The Age of Saints	Test 11
34	Hard Times	
35	The End of the Medieval Age	
36	Review Week & Writing Assignment	Test 12

**COURSE PLAN METHODOLOGY**

Kolbe Academy has worked diligently to create the best possible course plans with the school-at-home family in mind. Remember, however, that our program is intended to be customizable. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your student. **Do not feel obligated to follow these course plans exactly.** Additionally, the gradebooks provided at the end of each week and quarter are optional.

More than one book is used in this course. A list of abbreviations is provided in the table below to aid you in reading the Kolbe Academy course plan:

Weekly Lessons Legend		
<b>WB</b>		<i>Stories of the Old World</i> Student Workbook
<b>TL</b>		<i>Stories of the Old World</i> Timeline Wall Project
<b>DAY</b>	<input type="checkbox"/>	Assignments and activities that are a recommended part of the course are included in each day's schedule.
<b>OPT</b>	<input type="radio"/>	Optional assignments and/or activities that can be used as enrichment, reinforcement, or review.

Each **weekly assignment** is summarized in the first rows of the week's daily course plan along with the goals and suggested materials for that week. The specific daily assignments for the student are outlined in the lines indicated by the **DAY 1**, **DAY 2**, **DAY 3**, and **DAY 4** abbreviations and include a ☐ checkbox. Feel free to combine lessons when able, or slow down where desired. A family's schedule can and should vary as needed.

This history course contains 36 weeks broken into four 9-week units.

**Assessments:** The assessments for this course include unit assessments and an ongoing timeline project. The **tests** focus on the material covered within a unit. The **timeline project** is a tool for evaluating the student's understanding of the material presented across the entire course.

**Daily Assignments:** Daily assignments consist of using the Student Workbook to complete various learning worksheets. **Close reading questions** are included for each lesson in the form of “read and look back” active reading questions, as well as a full page of comprehension questions. Map activities that reinforce the lessons are included. The **Time Travel Journal** pages provide spaces for recording important dates and facts about key events or people. Engaging **reflection activities** conclude each lesson. These activities have been designed to encourage application of student learning.

**Timeline Activities:** Included in the course are instructions for building a timeline that includes historical events.

**Optional Timeline Extension Activities:** Students may wish to extend their learning by engaging in the following optional activities:

- Select two or three lives that overlap on the timeline. Find each of their birthplaces on a map to see how close or far they lived from each other.
- Add favorite saints and other personal heroes to the timeline.
- Categorize the figures on the timeline.
  - A few examples:
    - Find all the figures who took a leadership role in their country without being the ruler.
    - Find all the figures who founded religious orders.
    - Find all the figures who were philosophers.
    - Find all the kings and queens.
- Select a figure on the timeline and ask the student to use subtraction to determine the lifespan of the person.
- Select a person from the list at the back of the teacher glossary and ask the student what important events happened during their lifetime.
- Write the names of 3 or 4 figures or events from different eras on separate notecards. Have the student quickly place the cards in chronological order on the timeline.

You may choose to use these extensions frequently throughout the course or occasionally when students seem especially interested in a challenge.

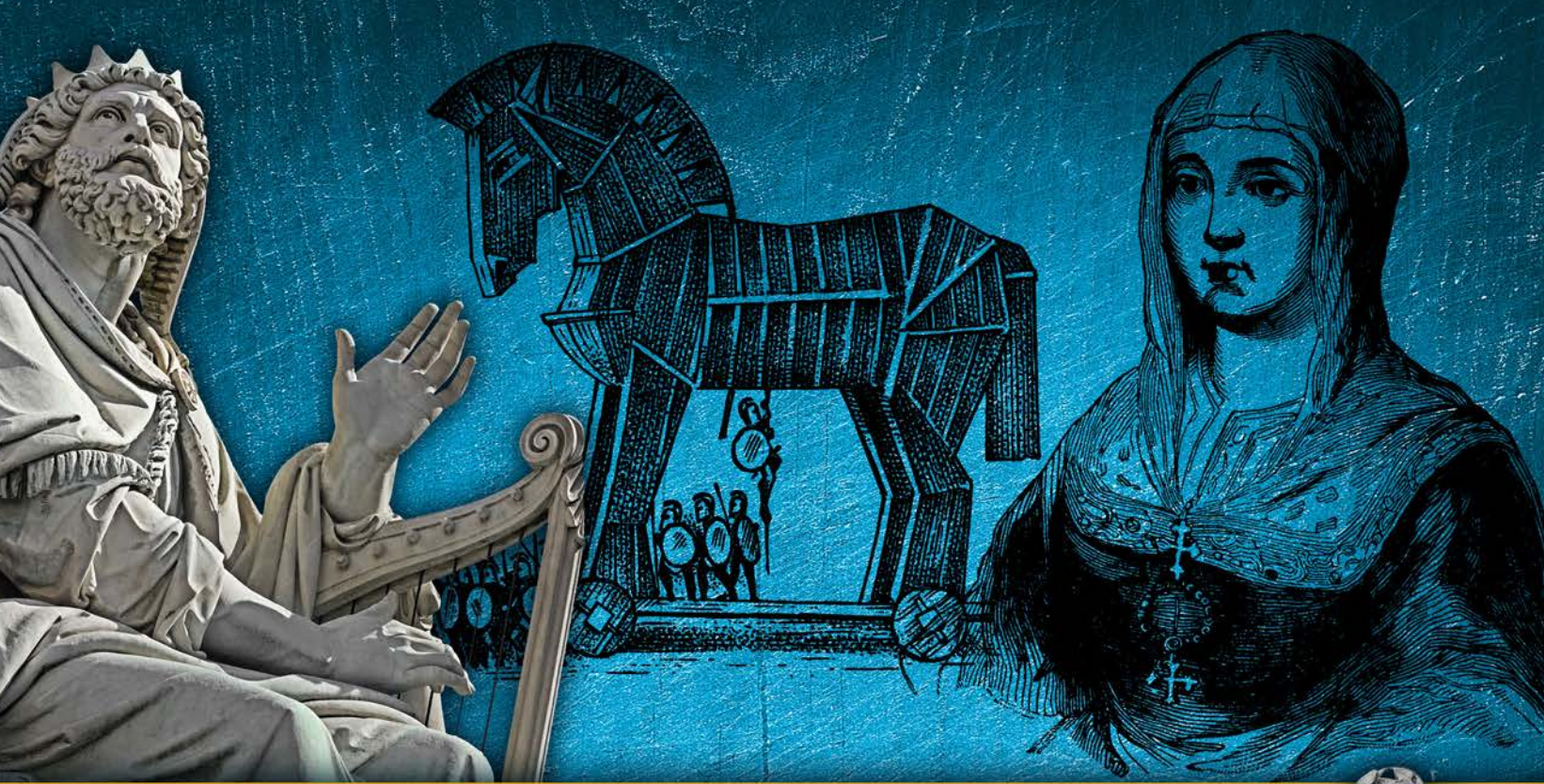
Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

## ◆ COURSE PLAN ◆

UNIT 4: WEEK 8			
Book	Weekly Breakdown	Goals for the Week	
WB	Pages 310-324	Lesson 8: The End of the Medieval Age	
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	WB Read Pgs. 310-317	<input type="checkbox"/>	As you read, practice good notetaking skills. Circle the names of key people. Underline key events. Make sure to stop and discuss the "Read and Look Back" or "Pause and Ponder" points.
	WB Complete Pg. 318	<input type="checkbox"/>	Answer the "Comprehension Questions" worksheet
DAY 2	WB Complete Pg. 319	<input type="checkbox"/>	Prior to beginning the day's work, practice your recall of the chapter by trying to explain to a parent, teacher, or fellow student what the chapter was about. Next, complete the map work "The Reconquista of Spain".
DAY 3	WB Complete Pg. 320	<input type="checkbox"/>	Complete the Time Travel Journal. Add the key facts to the events "War of the Roses" and "Queen Isabella". You can also add people to your journal.
DAY 4	WB Complete Pg. 321	<input type="checkbox"/>	Complete the "Key Figures" worksheet.
	WB Pg. 324	<input type="radio"/>	(Optional) Follow the recipe to make Chocolate Biscuit Glace.

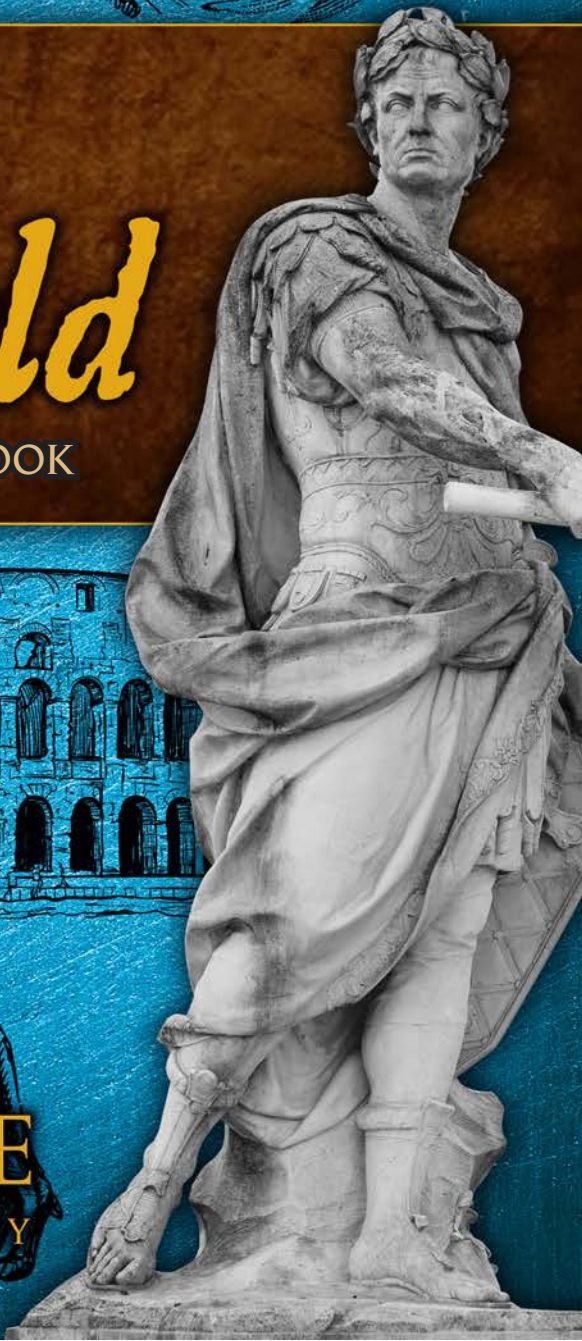
Week 8 Grade Book (Optional)				
Assignments	Include <input checked="" type="checkbox"/>	(A) Pts. Earned	(B) Pts. Possible	(C) A/B x100 =%
Day 1 Worksheet	<input type="checkbox"/>			
Day 2 Worksheet	<input type="checkbox"/>			
Day 3 Worksheet	<input type="checkbox"/>			
Day 4 Worksheet	<input type="checkbox"/>			
Other	<input type="checkbox"/>			
<b>Week 8 AVG</b>	Add up column (C) & divide by # of included <input checked="" type="checkbox"/> assignments =			%





# Stories Of The Old World

STUDENT WORKBOOK



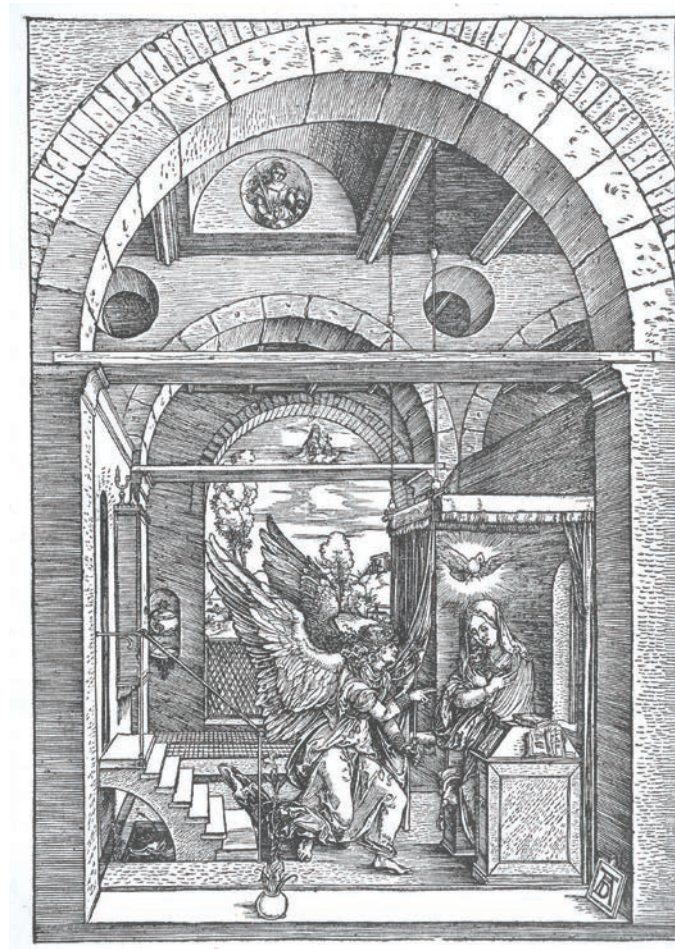


## How to Use This Course

As you work through this course you will learn about the important events of history from prehistory through the Middle Ages. Important events of history can be important moments, like the Incarnation or the Battle of Marathon. Or they can be the impact of one person like Alexander the Great, who united the world in preparation for Christ; or like Simon de Montfort, who defended the rights of the people. They changed the world with a single action.

This course has a timeline component to which you can add these significant people and events. It builds on the timeline from the 3rd grade text *Stories of a Changing World*.

Most lessons also provide an opportunity to do map studies that help concretize the places where the events took place.





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## UNIT 4

# *Era of Christendom*

This story ends with the era of Christendom. The barbarian invasions change the world through the upheaval they bring to the Roman empire and the challenges they bring against the Catholic faith—but this is counteracted by the rise of monasticism. The next challenge comes from the Muslims, and the answer to that is the crusades. The struggles of good kings against challenges, greedy kings against their people, the orders that arose to combat the Albigensians, and the wars and plagues that challenged Europe are all facts that are explored here. Finally, we see the building up of the doctrines and teachings of the Church. The Benedictines preserved learning, and when orders were needed to teach and preach the great Dominican and Franciscan orders were formed. The Dominicans' focus on learning, coupled with the good Muslim king of Cordoba, al-Hakam II, lead to the writings of the saint known as the Angelic Doctor, St. Thomas Aquinas. The era comes to a close with the exploration of the New World, where countless more men and women are introduced to Christ.



### War of the Roses

By the end of the Middle Ages England and Spain would become very powerful. In England, the Tudor family arose out of nowhere to gain the throne; in Spain, Charles V would unite much of Europe under his rule. Both countries would struggle with the rise of Protestantism, and Protestantism would mark the beginning of the modern age.



King Edward IV

Beginning with England, as you may recall from the last chapter, the people of England were subject to a war that divided the nation between the Lancastrians, who were the allies of Henry VI, and the Yorkists, who were the allies of Edward, Duke of York. Edward won and became King Edward IV. This ended the long war between the York and Lancaster families.

Edward was a popular king, but he did not always behave as a king should. He married the daughter of a knight when he should have married a princess. He did this without the approval of his nobles, which made his marriage **invalid** in the eyes of the state. Further, it was later discovered that he was secretly engaged to someone else when he married, which made the marriage invalid in the eyes of the Church.



King Richard III

Because Edward's marriage was considered invalid by both the Church and the state, his children were not seen as legitimate heirs to the throne. After Edward died, parliament had to vote on who would become king. They voted unanimously for Edward's younger, much-beloved brother Richard, who became King Richard III.

Richard was the first king ever to be elected by parliament.

#### Did You Know?

*The fight between the House of York and the House of Lancaster is called the War of the Roses because York's symbol was a white rose and Lancaster's was a red rose.*

### War of the Roses (continued)

However, Richard's enemies, namely Edward's wife's family and the Lancastrians, wanted to overthrow him. When the young sons of Edward disappeared, the enemies of Richard accused him of murdering them! Richard probably did not commit murder. The older prince was sickly and would soon die of bone disease anyway, so what would be the point of murdering him? But it did not matter whether people believed it, the accusation gave the Lancastrian allies an opportunity to go to war. Richard was killed in battle by Henry Tudor, a nobody from Wales who had a distant connection to past kings. Henry Tudor became King Henry VII. This was a shocking event. How could someone with no claim to the throne simply sweep in and take it? Why did the people allow it?



King Henry VII

### The Tudors

When the people refused to stand up to Edward when he married the daughter of a knight without approval, they set a **precedent** that Anne Boleyn would later exploit. Anne was a commoner who was in love with Henry Tudor's son, King Henry VIII. She told him to make her



King Henry VIII and Anne Boleyn

Queen. She knew it could be done. The people refused to stand up to Henry Tudor when he decided to be king, and this gave his son Henry VIII the courage to decide he could be the head of the church. He did just that when the pope told him he couldn't marry Anne even if he wanted because he was already married, and so he made England leave the Catholic Church.

### The Tudors (continued)

Henry VIII and Anne Boleyn were the first Protestant rulers of England. They were the first rulers of the modern age and Henry made his mark on England. England would leave the Church, never to return. Henry would kill many Catholics, including the great St. Thomas More, an **advisor** to Henry who refused to go against his conscience. Some have estimated that Henry killed 72,000 Catholics during his reign.

#### PAUSE & PONDER

Why couldn't Henry VIII really be head of the Church?

### Puritans and Protestants

As this unrest was occurring in England, many other countries had serious problems as well. France had suffered from several weak kings who were not serious Catholics, and was also dealing with the rise of astrology. Astrology is a fake science that uses the stars to predict human affairs. It is condemned by the Catholic Church. Astrology became very prominent in France when Queen Catherine de' Medici supported it. France also suffered from a new wave of Cathari ("the pure") in Toulouse. This time the Cathari would be known as **Puritans**, and they ultimately left the Church. Meanwhile, Germany was weakened by ongoing fighting between its different counties. With no central authority, Germany would soon be swayed by Martin Luther's views and desert the Church for Protestantism.

### The Catholic Queen

Perhaps the only country during this time that became stronger and better was Spain. If you remember from the last lesson the king of Castile in Spain, Pedro the Cruel, had been killed by his half-brother, Enrique. Enrique's son and grandson succeeded him on the throne. Enrique's son John fought with the English, who claimed to be rulers of Spain due to John of Gaunt's

### The Catholic Queen (continued)

marriage to Pedro the Cruel's only child. Enrique's grandson, also named Enrique, would become king of Castile, and his other grandson, Ferdinand, would become king of Aragon. Enrique III married a daughter of John of Gaunt and ended the war with England once and for all.

Enrique III's grandson, Enrique IV, brought about the worst time in Spanish history. He did not go to Mass regularly. He ate meat at big parties during Lent. He behaved so badly that he ended up causing fights between the Catholics and the Jews. Enrique IV caused such a divide between the two groups that they even resorted to slaughtering one another after Mass in Toledo.



King Enrique IV

Enrique was unable to have children of his own, so his half-sister Isabella became the next ruler. Isabella had lived a quiet life in the country with her mother and brother Alfonso, away from the corrupt court of her older half-brother, Enrique. The only downside to their life is that they were quite poor. When they grew older, the king realized that some people were trying to overthrow him and put his brother Alfonso on the throne. So, he decided to bring his brother and sister to his court where he could keep an eye on them.



King Ferdinand & Queen Isabella

Isabella and Alfonso now had food and nice clothes, but they hated the corrupt court. When Alfonso was still young, he died. Some feared it was murder. Isabella was certainly afraid. She knew the king was planning her future marriage to someone she didn't like. So, she snuck into Aragon to marry Ferdinand of Aragon, who was a great military leader. Together they would protect her life and her throne. It was not easy, but they were not ordinary people. They had cunning and courage on the battlefield that was second to none. There were times in battle when Ferdinand would stand on a bridge with a small band of soldiers and the much larger enemy forces would wait opposite



### The Catholic Queen (continued)

him, sure that he had many thousands of men lying in ambush to attack. Ferdinand could trick anyone.

Isabella herself rode in battles, and she even put herself between an angry mob and the Jews they were trying to stone. Not only were Ferdinand and Isabella courageous, but they were also smart. They managed to fix the major issues in spending that Enrique IV had caused. Ferdinand and Isabella were the last kings of the medieval times. They are known for four things: sending Columbus to America; conquering Granada from the Muslims, which meant that all of Spain was finally Catholic again; expelling the Jews from Spain; and starting the Inquisition. Each of these events are viewed as negative by some and positive by others.

### The Faith in the Americas

For example, When Columbus came to America, the lives of the natives were changed forever. They were changed for the better in that they were exposed to many holy priests and good Spaniards who cared about them. They came to know Jesus Christ and they were ready for conversion. But there were also those who came to the New World to become rich or to get slaves. They caused much pain and suffering for the natives and gave the Spanish a bad name. Isabella, as well as her grandson and great-grandson who ruled after her, were always very clear that they did not approve of slavery and that the mission in the New World was most of all to bring the faith.



Christopher Columbus' reception with Queen Isabella and King Ferdinand

#### Did You Know?

*The mission of Cortes to fight the Aztecs was actually called a crusade by the pope. It was one of the last official crusades.*

### The Faith in the Americas (continued)

In fact, one of the greatest explorers, Hernan Cortes, faced Aztecs who were practicing human sacrifice, and even adopted the children of the Aztec king when he was killed by his own people.

One of the greatest of the Spanish kings, King Phillip II, who was Isabella's great-grandson, realized that the people of the New World needed to rule themselves. He wrote to Cortes that he wanted priests and men to help the natives adjust to the New World but that they should not change things that were not bad.

### The Conquest of Granada

Isabella was an amazing warrior queen. She and Ferdinand together were able to drive the last of the Muslims from Spain. In one famous battle, she crossed a mountain by ordering her men to go through it and surprise the enemy. The Conquest of Granada, as her victory was called, completed the reconquest that began about 700 years earlier with the great Pelayo. It was just in time too! Within a few **generations** the Christians would face the last great fight with the Muslims in the Battle of Lepanto. A unified country was important for this final battle.



*Battle of Lepanto*

### Unrest in Spain

The other two events Ferdinand and Isabella are known for are often criticized. They expelled the Jews from Spain, and started an Inquisition. Many people see these as bad things, because they seem cruel and intolerant. Let's look at what was happening that led Ferdinand and Isabella to make these decisions.

During this time, the people of Spain were quick to blame the Jews for any bad thing that happened. If there was a plague in a town, the Jews were blamed. Isabella and Ferdinand tried

**Unrest in Spain (continued)**

to change the way Christians in Spain thought about the Jewish people. Isabella asked her governors to make sure that when a plague happened they pointed out that the Jews died at the same rate as the Christians. They certainly would not start a plague that would kill their own people. But nothing she did worked. The people of Spain, who had suffered under heavy taxes imposed by Jews and who were being told stories about how bad the Jews were, refused to listen.

In one city, Isabella herself was stoned when she tried to stand up for the Jews. In another city, Jewish converts to Christianity started a fight with the old Christians that ended in the slaughter of thousands. Isabella decided to fix these problems by expelling the Jews, as she could not guarantee their safety. She bought their land from them and sent them off by ship to Africa or Italy.

**READ & LOOK BACK**

What four things are Ferdinand and Isabella known for?

Isabella started the Inquisition so that people who mistrusted the converts could have a legal process to go through rather than just killing people because they disliked them. Her actions calmed the situation. Isabella herself had many close friends of Jewish heritage and she saw her actions as a rule of law to combat lawlessness that would ensue. Sadly, many of the Jews who were expelled were killed in Africa but those who went to Italy were welcomed with open arms by the pope. Some returned to Spain. The Inquisition certainly saved lives. In countries that did not have an inquisition there were many, many more massacres and much bloodshed.



*Medal of the Order of Isabella*

### Unrest in Spain (continued)

The deaths of Isabella and Ferdinand would usher in the modern era in Spain. The next king, Charles, would have to face Protestantism and Luther. Protestantism would divide Europe into many religions, and it would divide countries. Meanwhile, Catholicism would take root in new countries.

When St. James was preaching in Spain centuries earlier, there was a story that Our Lady appeared to him at the Guadalupe River in Spain. She promised him that the church he would build for her there would never be destroyed. The physical church at that place has been destroyed many times, but the seeds of faith he planted there for the sake of Our Lady's Son surely took root in the missionary work of many great orders from Spain and Portugal. Truly, the church that was built had a solid foundation.





## Unit 4 | Lesson 8

### Comprehension Questions

1 Who was the first Protestant king of England?

- a. Edward IV
- b. Richard III
- c. Charles V
- d. Henry VIII

2 Which king and queen sent Columbus to America?

- a. Henry VIII and Anne Boleyn
- b. Ferdinand and Isabella
- c. Edward IV and Elizabeth
- d. Enrique and Blanche

3 Another name for Cathari were:

- a. Astrologers
- b. Tudors
- c. Muslims
- d. Puritans

4 What is Astrology?

---

5 What are the four things that Isabella and Ferdinand are famous for?

---

---

---

---

6 Number the following events in the order they occurred (number them from 1-4).

a. \_\_\_\_\_ Cortes goes on crusade in the Americas.

b. \_\_\_\_\_ Isabella's brother is named heir to the throne of Castile.

c. \_\_\_\_\_ Isabella sends Columbus on a voyage of exploration.

d. \_\_\_\_\_ Isabella secretly arranges a marriage to Prince Ferdinand of Aragon..

7 Why did Isabella start the **Inquisition**?

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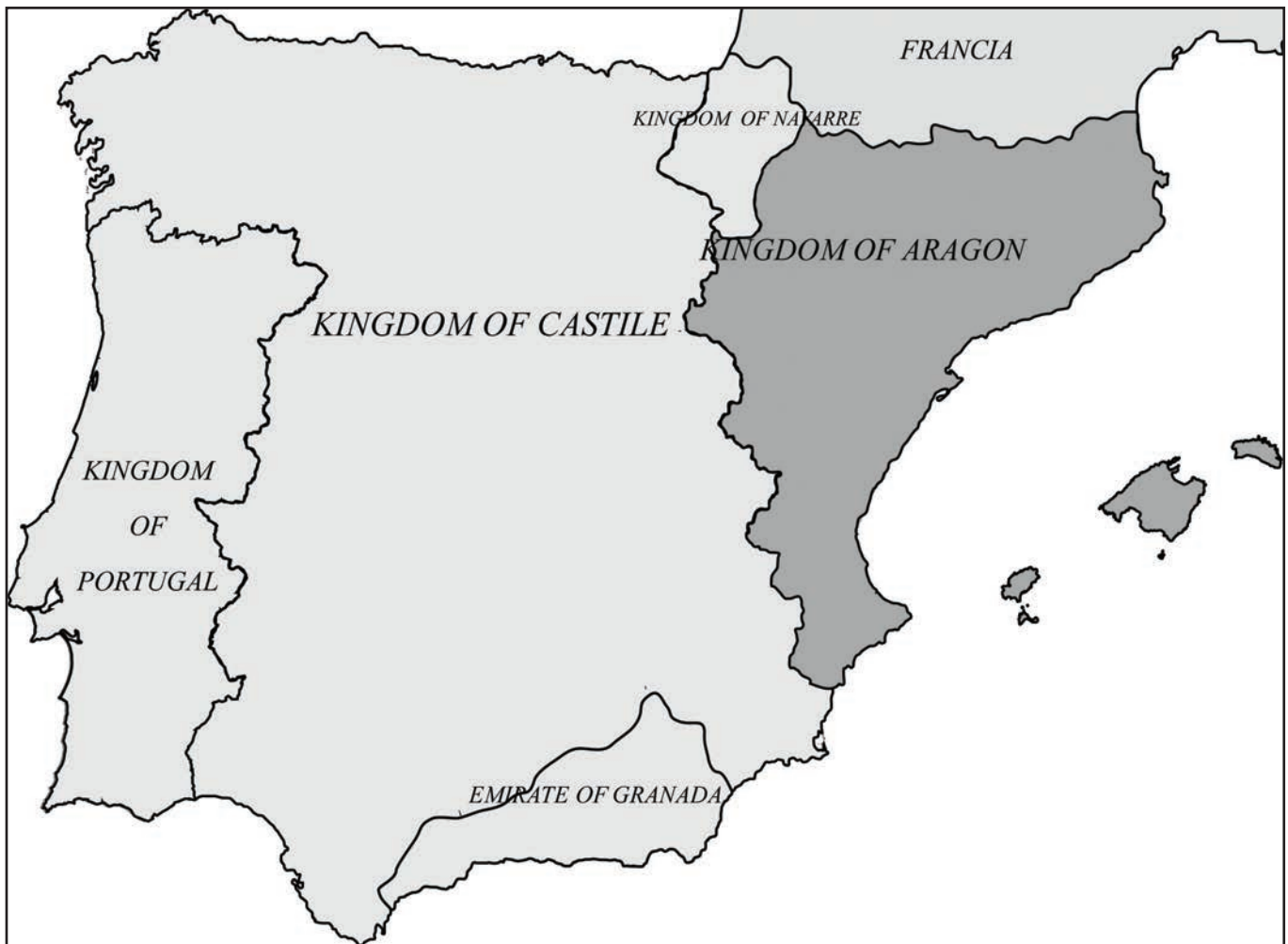
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## The Reconquista of Spain

Locate and color the kingdoms on the map below:

1. Kingdom ruled by Isabella: color pink.
2. Kingdom ruled by Ferdinand: color green.
3. Kingdom they conquered: color orange.



# Time Travel Journal

*Dates of my visit:*  
(List the important dates)

Here are the most important facts I learned about:

*War of the Roses*

*Today I visited:*  
(List the places)

Here are the most important facts I learned about:

*Queen Isabella*

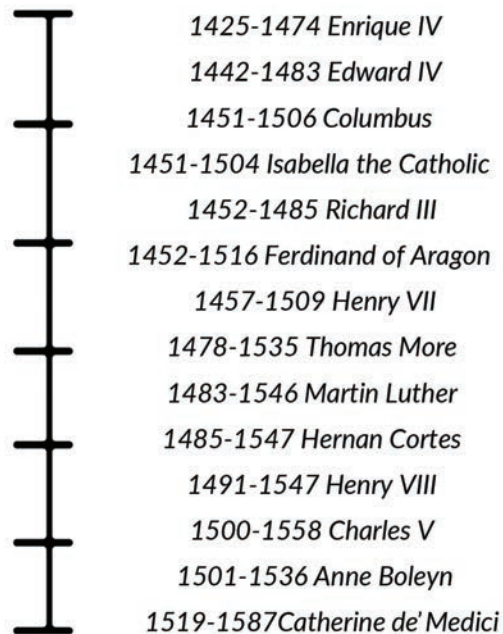
*Today I met:*  
(List the people)

Here is a picture from my trip:



## Key Figures

Using these key figures, fill in the blanks below.



1. Who was alive at the time of Edward IV but not Enrique IV?

---

2. Who was alive at the time of Richard III but not Edward IV?

---

3. How old was Henry VIII when Isabella the Catholic died?\_\_\_\_\_

4. Which two people on the list were alive at the time of all the others except Enrique IV?

---

---

5. Henry VIII was the uncle of Charles V by marriage. How much older was Uncle Henry?

---

6. Did Charles V know his grandma, Isabella the Catholic?\_\_\_\_\_

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## Unit 4 | Key Timeline Events

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### Key Timeline Events

#### Lesson 1:

- 480 A.D. Theodoric the Ostrogoth becomes sole ruler of Rome
- 528 A.D. Justinian writes his law code
- 529 A.D. Benedict establishes his first monastery
- 586 A.D. Recared becomes first Catholic king of Spain.
- 590 A.D. Columban goes to France
- 590 A.D. Gregory the Great becomes pope

#### Lesson 2:

- 613 A.D. Mohammad begins peaching
- 710 A.D. Muslims invade Spain
- 800 A.D. Charlemagne becomes Holy Roman Emperor
- 817 A.D. Alfred the Great becomes King of England
- 927 A.D. Athelstan becomes first English king and has reforms written

#### Lesson 3:

- 891 A.D. Abd Al-Rahman becomes ruler of Muslim Spain
- 961 A.D. The caliphate of Cordoba is at its height
- 1016 A.D. The Viking Cnut becomes King of England
- 1066 A.D. The Norman Conquest

#### Lesson 4:

- 1094 A.D. El Cid Rules Valencia
- 1095 A.D. Call of Urban to Crusade
- 1096 A.D. First Crusade
- 1081 A.D. Alexius I becomes king in Byzantium
- 1101 A.D. Investiture Controversy in England
- 1137 A.D. Ramon Berenguer IV is betrothed to Petronilla and the federal kingdom of Aragon is formed
- 1147 A.D. Second Crusade

#### Lesson 5:

- 1152 A.D. Henry II marries Eleanor of Aquitaine
- 1170 A.D. Thomas a Becket is killed
- 1185 A.D. St. Baldwin dies
- 1189 A.D. Third Crusade
- 1215 A.D. Articles of the Barons
- 1215 A.D. Magna Carta

#### Lesson 6:

- 1202 A.D. Fourth Crusade
- 1209 A.D. Albigensian Crusade
- 1209 A.D. Founding of the Franciscans
- 1216 A.D. Founding of the Dominicans
- 1217 A.D. Franciscans go to Jerusalem
- 1265 A.D. Simon de Montfort calls a parliament

#### Lesson 7:

- 1337 A.D.-1453 A.D. Hundred Years' War
- 1346 A.D.-1353 A.D. Black Death
- 1378 A.D.-1417 A.D. Great Western Schism
- 1431 A.D. Joan of Arc is burned at the stake
- 1455 A.D.-1487 A.D. War of the Roses

#### Lesson 8:

- 1469 A.D. Isabella the Catholic marries Ferdinand of Aragon unifying Spain
- 1478 A.D. The Spanish Inquisition
- 1492 A.D. Columbus sets sail
- 1492 A.D. Expulsion of the Jews
- 1534 A.D. Henry VIII leaves the church
- 1535 A.D. Thomas More is executed
- 1571 A.D. Battle of Lepanto

**Key Timeline People**

- 482 A.D.-565 A.D. Justinian
- 560 A.D.-636 A.D. St. Isidore of Seville
- 685 A.D.-737 A.D. Pelayo
- 871 A.D.-886 A.D. Alfred the Great
- 915 A.D.-976 A.D. Al-Hakam II
- 1114 A.D.-1162 A.D. Raymond IV of Barcelona
- 1119 A.D.-1170 A.D. Thomas a Becket
- 1133 A.D.-1189 A.D. Henry II of England
- 1161 A.D.-1185 A.D. St. Baldwin IV of Jerusalem
- 1170 A.D.-1221 A.D. St. Dominic
- 1175 A.D.-1218 A.D. Simon V de Montfort
- 1195 A.D.-1231 A.D. St. Anthony of Padua
- 1199 A.D.-1252 A.D. St. Ferdinand III of Castille
- 1200 A.D.-1280 A.D. St. Albert the Great
- 1208 A.D.-1276 A.D. Jaime the Conqueror
- 1208 A.D.-1265 A.D. Simon VI de Montfort
- 1214 A.D.-1270 A.D. St. Louis of France
- 1221 A.D.-1284 A.D. Alfonso X
- 1225 A.D.-1274 A.D. St. Thomas Aquinas
- 1239 A.D.-1285 A.D. Pedro the Great
- 1350 A.D.-1419 A.D. St. Vincent Ferrer
- 1478 A.D.-1535 A.D. St. Thomas More



## Chocolate Biscuit Glacé

*The cacao bean of the Americas was an exciting discovery for Europeans. It became a sought-after good and soon chocolate was a staple among the rich.*

*This recipe comes from a French castle.*

### Ingredients

- ½ cup sugar
- 2 T heavy cream
- 1 T milk
- ½ t salt
- 1 square unsweetened chocolate, grated
- 6 egg yolks, well beaten
- 1 t vanilla extract
- 2 cups heavy cream, whipped.
- water for boiling

### Steps

1. Mix together sugar, 2 tablespoons heavy cream, milk, salt, and chocolate in top of double boiler.
2. Place over boiling water, stirring constantly, until sugar and chocolate are dissolved.
3. Beat with whisk or in a blender until fully blended.
4. While beating, gradually add in beaten egg yolks.
5. Cool in refrigerator.
6. When completely cooled, fold in whipped cream.
7. Add the mixture to a 9-inch square pan; freeze until firm.



**GLOSSARIES OF**

# *Key Terms*



## GLOSSARY | Unit 4 | Era of Christendom

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**abbot:** the leader of a monastery

**acclaimed:** to be highly praised

**advisor:** a person who provides guidance, counsel, or expert advice to someone else

**ailments:** illnesses, diseases, or afflictions

**Albigensian:** members of a heretical group in France

**allies:** individuals, groups, or nations that form a cooperative relationship based on mutual support, assistance, or shared goals

**Anglo-Saxon:** a cultural group that inhabited England in the Early Middle Ages

**associate:** to connect or link something or someone with a particular idea, person, or group

**caliph:** a ruler, or king, in a Muslim community

**charters:** a written document detailing the rights and privileges of a town or city

**chronicler:** someone who writes accounts of important historical events

**contract:** a legally binding agreement between two or more parties

**conversion:** the act or process of changing one's religious faith

**crusade:** a holy war, usually military expeditions carried out by Christians to recover the Holy Land

**descendants:** children of a particular person, family, or group

**discerned:** the ability to observe or understand something clearly, often through careful observation or insight

**disillusion:** the feeling of disappointment in something or someone previously admired

**druidic:** one of an ancient Celtic priesthood appearing in Irish and Welsh sagas and Christian legends as magicians and wizards

**emir:** a Muslim nobleman



**established:** to have been recognized or founded

**evangelize:** to preach the gospel

**excommunicated:** to be formally cut off from the Church and denied the sacraments

**exile:** to force someone to leave his or her country

**friar:** a member of a religious order, particularly in the Catholic Church, who lives in poverty

**generations:** the span of time between the birth of parents and the birth of their children

**heir:** a person legally entitled to property upon another's death

**heretics:** individuals who hold beliefs that go against established religious doctrines

**illegitimate:** not authorized by law, not in accordance with accepted standards

**infused knowledge:** knowledge that is imparted directly into a person by grace

**invalid:** something that is not valid, legally, or logically

**lay investiture:** the appointment of religious officials (mostly bishops) by secular subjects such as the king or nobles

**leprosy:** a disease leading to disfiguring skin lesions and nerve damage if left untreated

**levy:** to impose or collect payments

**Magna Carta:** a royal charter of rights agreed to by King John of England in 1215

**mendicant:** religious men who live by begging or relying on charitable donations for their sustenance

**mercenary:** person who is primarily motivated by financial gain and is hired to fight in armed conflicts

**mosque:** a Muslim place of worship

**outlawed:** something that has been made illegal or prohibited by law

**parliament:** assembly of representatives

## GLOSSARY | Unit 4 | Era of Christendom

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**patron:** a wealthy or influential supporter of the arts

**penance:** an act of voluntary self-punishment or self-discipline performed as a way to atone for wrongdoing or seek forgiveness for sins

**persistent:** the quality of continuing or enduring despite obstacles, challenges, or difficulties

**plots:** small areas of ground that are designated for growing crops

**plunder:** to take valuable possessions, goods, or resources with force

**population:** the total number of individuals residing in a specific area

**precedent:** something that establishes a standard or basis for interpreting or determining how similar cases should be handled

**prefigured:** to be foreshadowed or anticipated

**promoted:** to advance or elevate someone to a higher position

**regent:** a person acting for a monarch because the monarch is absent or unable to lead

**remarkable:** extraordinary

**resources:** materials or provisions that are available and can be used to accomplish a particular purpose or meet a specific need

**rotated:** the practice of changing the crops or plants grown in a particular field or area from season to season

**schism:** a division or separation within an organization, like the church

**spoils:** rewards or treasures obtained from winning a war

**stability:** the state of being firm, or secure

**stigmata:** bodily marks, wounds, or scars that correspond to the wounds of Jesus Christ during His crucifixion

**subject:** one who is placed under authority or control

**sublime:** something of outstanding excellence that brings about a sense of awe

**symbol:** an object, word, or gesture that represents or stands for something else

**taxes:** money collected by the government to meet public needs

**testament:** a written declaration

**theologian:** a person who is an expert in the study of the nature of God and religious belief

**treaties:** formal agreements or contracts between two or more parties, usually nations or states

**trivial:** something that is of little importance

**unity:** being in harmony

**usher:** to lead, introduce, or bring about something

**vow:** a solemn and voluntary promise or commitment made to fulfill a specific action

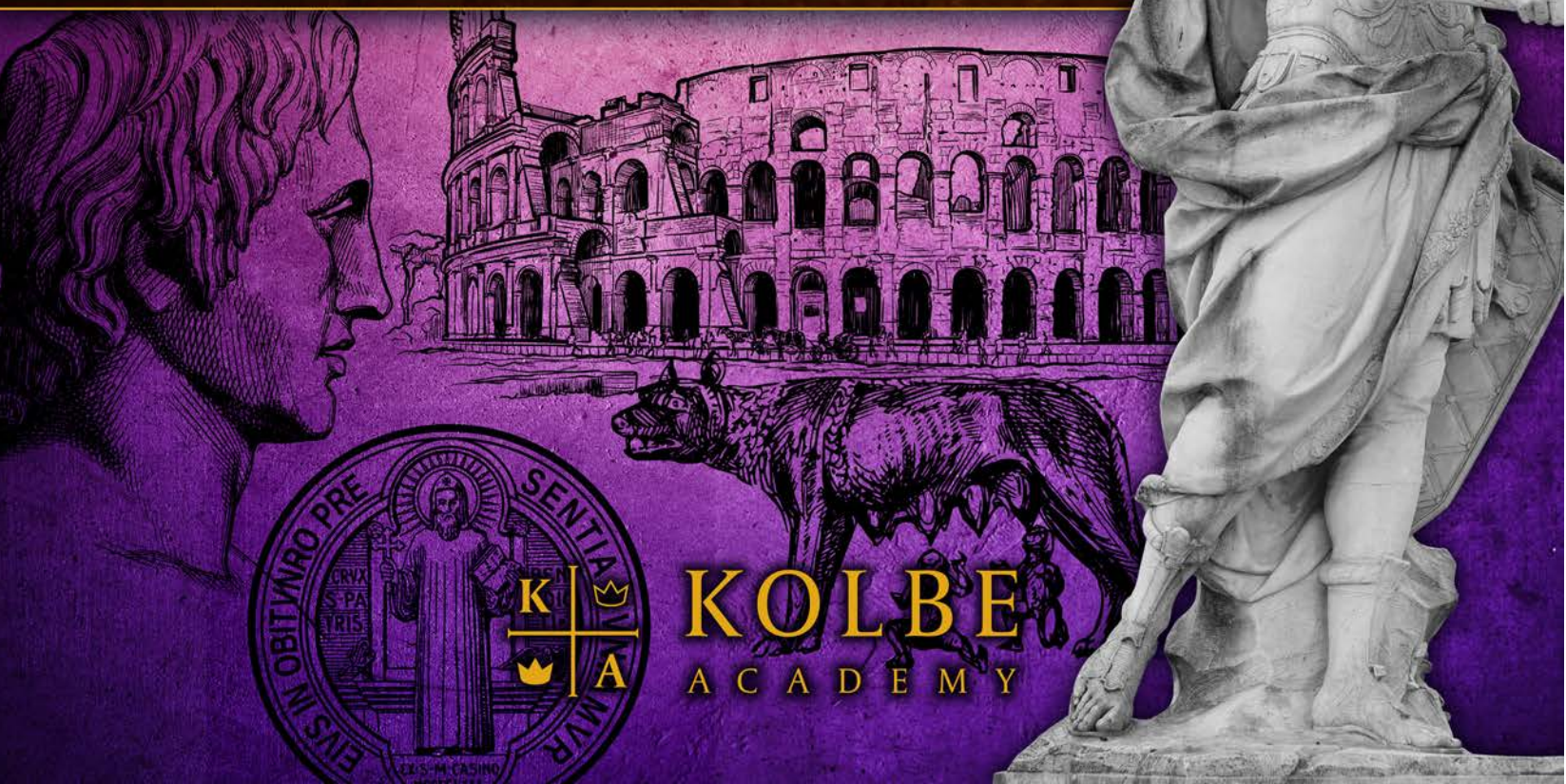
**witan:** a member of the Anglo-Saxon council created to give advice to the king on all matters on which he chose to ask its opinion





# *Stories Of The Old World*

TEACHER MANUAL



**KOLBE**  
ACADEMY





## OBJECTIVES

- Learn about the close of the Middle Ages.
- Study the rise of Protestantism.
- Consider the real facts about the Spanish Inquisition.
- Set the stage for the Age of Exploration.

## PRELECTION

- As the Middle Ages come to a close, many countries, including England, had to deal with Protestantism. This often came with persecution. Spain had to deal with it too, but in Spain the rulers stayed Catholic and they worked hard to keep the Church strong. In this chapter, the importance of the Inquisition to saving lives is covered. This lesson also tells of the final reconquest of Spain and the exploration of the New World.
- **Prelection Activity:** Look up a picture of a quetzal bird. Pretend you are a soldier in the New World and you just saw one. Tell your parent or teacher about it—what it looks like and what it did.

## TIMELINE FACTS

1452 - 1485 A.D. - Richard III

### Unit 4 | Lesson 8

#### War of the Roses

By the end of the Middle Ages England and Spain would become very powerful. In England, the Tudor family arose out of nowhere to gain the throne; in Spain, Charles V would unite much of Europe under his rule. Both countries would struggle with the rise of Protestantism, and Protestantism would mark the beginning of the modern age.



King Edward IV

Beginning with England, as you may recall from the last chapter, the people of England were subject to a war that divided the nation between the Lancastrians, who were the allies of Henry VI, and the Yorkists, who were the allies of Edward, Duke of York. Edward won and became King Edward IV. This ended the long war between the York and Lancaster families.

Edward was a popular king, but he did not always behave as a king should. He married the daughter of a knight when he should have married a princess. He did this without the approval of his nobles, which made his marriage **invalid** in the eyes of the state. Further, it was later discovered that he was secretly engaged to someone else when he married, which made the marriage invalid in the eyes of the Church.



King Richard III

Because Edward's marriage was considered invalid by both the Church and the state, his children were not seen as legitimate heirs to the throne.

After Edward died, parliament had to vote on who would become king. They voted unanimously for Edward's younger, much-beloved brother Richard, who became King Richard III.

Richard was the first king ever to be elected by parliament.

#### Did You Know?

The fight between the House of York and the House of Lancaster is called the War of the Roses because York's symbol was a white rose and Lancaster's was a red rose.

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To the right is an image of the quetzal bird, by Charles Henry Dessalines d'Orbigny (1806–1876).



**Attribution:** Free Public Domain Illustrations by rawpixel - <https://www.flickr.com/photos/153584064@N07/28012140098/>  
No changes were made to the image aside from cropping.



## MAKING CONNECTIONS

- The War of the Roses was a significant step in bringing Protestantism to Spain. The late Lancastrians and Tudors rejected authority figures. So did the Protestants.

## MASTERING THE MATERIAL

- Ask the student what color rose Henry VII would have had on his coat of arms?  
Answer: Red because he was a Lancastrian ally.
- Henry VIII was a good Catholic, true or false?  
Answer: False.

## DISCUSSION QUESTIONS

- Elizabeth Woodville became queen even though she was a commoner. Anne Boleyn was a commoner too. She wanted to be queen. Was that a possibility? Answer: Yes, Elizabeth Woodville had shown that could happen.

### LESSON 8: THE END OF THE MEDIEVAL AGE

#### War of the Roses (continued)

However, Richard's enemies, namely Edward's wife's family and the Lancastrians, wanted to overthrow him. When the young sons of Edward disappeared, the enemies of Richard accused him of murdering them! Richard probably did not commit murder. The older prince was sickly and would soon die of bone disease anyway, so what would be the point of murdering him? But it did not matter whether people believed it, the accusation gave the Lancastrian allies an opportunity to go to war. Richard was killed in battle by Henry Tudor, a nobody from Wales who had a distant connection to past kings. Henry Tudor became King Henry VII. This was a shocking event. How could someone with no claim to the throne simply sweep in and take it? Why did the people allow it?



King Henry VII

#### The Tudors

When the people refused to stand up to Edward when he married the daughter of a knight without approval, they set a **precedent** that Anne Boleyn would later exploit. Anne was a commoner who was in love with Henry Tudor's son, King Henry VIII. She told him to make her



King Henry VIII and Anne Boleyn

Queen. She knew it could be done. The people refused to stand up to Henry Tudor when he decided to be king, and this gave his son Henry VIII the courage to decide he could be the head of the church. He did just that when the pope told him he couldn't marry Anne even if he wanted because he was already married, and so he made England leave the Catholic Church.

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## LESSON EXTENSIONS

Decorate a coat of arms with a flower that you like! Flowers often had specific meanings. For example, lilies indicate purity and resurrection. Tulips are associated with spring.

## TIMELINE FACTS

1491 - 1547 A.D. - Henry VIII





## MAKING CONNECTIONS

- What is another name for Puritans? Answer: The Cathari. Make sure to point out to the student that the Cathari are the Albigensians that Dominic evangelized earlier.

## MASTERING THE MATERIAL

- Was Queen Catherine de' Medici a good scientist? Answer: No. She supported a fake science.

## DISCUSSION QUESTIONS

- Who does Henry VIII remind you of? Answers will vary, but point out he is like the early Roman emperors and kills a lot of Catholics.
- **Pause & Ponder:** The answer is that "The pope must be elected by the cardinals." Other points may be added, such as Henry VIII could not be head of the Church because he was not the pope. He was not the one to whom God had passed the keys of the kingdom.

### Unit 4 | Lesson 8

#### The Tudors (continued)

Henry VIII and Anne Boleyn were the first Protestant rulers of England. They were the first rulers of the modern age and Henry made his mark on England. England would leave the Church, never to return. Henry would kill many Catholics, including the great St. Thomas More, an **advisor** to Henry who refused to go against his conscience. Some have estimated that Henry killed 72,000 Catholics during his reign.

#### PAUSE & PONDER

Why couldn't Henry VIII really be head of the Church?

#### Puritans and Protestants

As this unrest was occurring in England, many other countries had serious problems as well. France had suffered from several weak kings who were not serious Catholics, and was also dealing with the rise of astrology. Astrology is a fake science that uses the stars to predict human affairs. It is condemned by the Catholic Church. Astrology became very prominent in France when Queen Catherine de' Medici supported it. France also suffered from a new wave of Cathari ("the pure") in Toulouse. This time the Cathari would be known as **Puritans**, and they ultimately left the Church. Meanwhile, Germany was weakened by ongoing fighting between its different counties. With no central authority, Germany would soon be swayed by Martin Luther's views and desert the Church for Protestantism.

#### The Catholic Queen

Perhaps the only country during this time that became stronger and better was Spain. If you remember from the last lesson the king of Castile in Spain, Pedro the Cruel, had been killed by his half-brother, Enrique. Enrique's son and grandson succeeded him on the throne. Enrique's son John fought with the English, who claimed to be rulers of Spain due to John of Gaunt's

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## TIMELINE FACTS

- 1534 A.D. - Henry VIII leaves the Church
- 1478 - 1535 A.D. - St. Thomas More
- 1519 - 1587 A.D. - Catherine de' Medici
- 1535 A.D. - St. Thomas More is executed

## LESSON EXTENSIONS

72,000 people is a lot! That is how many Catholics Henry VIII killed. Make a circle on your paper and write ten lines in it. Each line represents 100 people. So there will be 1,000 people represented in total in your circle. How many more circles do you have to draw just like that one to get to 72,000? (Answer: 71 more!) Try to draw the circles.



## MAKING CONNECTIONS

- John of Gaunt was the uncle of Richard II. Richard II was the Yorkist king who really started the war between the two families.

## MASTERING THE MATERIAL

- Was Enrique a good Catholic king? Answer: No, he was a bad king and a bad Catholic.
- Why did Enrique IV want his brother and sister at his court? Answer: So he could keep an eye on them.

## WRITING ABOUT IT

- Imagine you are Isabella's servant. Write about your escape into Aragon to meet Ferdinand.

### LESSON 8: THE END OF THE MEDIEVAL AGE

#### The Catholic Queen (continued)

marriage to Pedro the Cruel's only child. Enrique's grandson, also named Enrique, would become king of Castile, and his other grandson, Ferdinand, would become king of Aragon. Enrique III married a daughter of John of Gaunt and ended the war with England once and for all.

Enrique III's grandson, Enrique IV, brought about the worst time in Spanish history. He did not go to Mass regularly. He ate meat at big parties during Lent. He behaved so badly that he ended up causing fights between the Catholics and the Jews. Enrique IV caused such a divide between the two groups that they even resorted to slaughtering one another after Mass in Toledo.



King Enrique IV

Enrique was unable to have children of his own, so his half-sister Isabella became the next ruler. Isabella had lived a quiet life in the country with her mother and brother Alfonso, away from the corrupt court of her older half-brother, Enrique. The only downside to their life is that they were quite poor. When they grew older, the king realized that some people were trying to overthrow him and put his brother Alfonso on the throne. So, he decided to bring his brother and sister to his court where he could keep an eye on them.



King Ferdinand & Queen Isabella

Isabella and Alfonso now had food and nice clothes, but they hated the corrupt court. When Alfonso was still young, he died. Some feared it was murder. Isabella was certainly afraid. She knew the king was planning her future marriage to someone she didn't like. So, she snuck into Aragon to marry Ferdinand of Aragon, who was a great military leader. Together they would protect her life and her throne. It was not easy, but they were not ordinary people. They had cunning and courage on the battlefield that was second to none. There were times in battle when Ferdinand would stand on a bridge with a small band of soldiers and the much larger enemy forces would wait opposite

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## LESSON EXTENSIONS

Assume Isabella lived in Castile in the town of Valladolid. Use a map to see how far it would be to Aragon from where she lived. (Answer: about 186 miles). A horse could travel about 25 miles per day, so how many days would she have had to travel? (186/25): over 7

## TIMELINE FACTS

1451 - 1504 A.D. - Isabella the Catholic

1452 - 1516 A.D. - Ferdinand of Aragon

1469 A.D. - Isabella of Castile marries Ferdinand of Aragon uniting Spain





## MAKING CONNECTIONS

- Learn about the many things Isabella and Ferdinand accomplished.
- Consider the different reasons people came to the New World.

## MASTERING THE MATERIAL

- List the four things that Isabella was known for? Answer: Sending Columbus to the New World, conquering Granada, expulsion of the Jews and Inquisition.
- What is one way Isabella showed her bravery? Answer: Answers will vary, but her bravery in facing those throwing stones at her is one example.
- Have the student explain Isabella's view on slavery.

### Unit 4 | Lesson 8

#### The Catholic Queen (continued)

him, sure that he had many thousands of men lying in ambush to attack. Ferdinand could trick anyone.

Isabella herself rode in battles, and she even put herself between an angry mob and the Jews they were trying to stone. Not only were Ferdinand and Isabella courageous, but they were also smart. They managed to fix the major issues in spending that Enrique IV had caused. Ferdinand and Isabella were the last kings of the medieval times. They are known for four things: sending Columbus to America; conquering Granada from the Muslims, which meant that all of Spain was finally Catholic again; expelling the Jews from Spain; and starting the Inquisition. Each of these events are viewed as negative by some and positive by others.

#### The Faith in the Americas

For example, When Columbus came to America, the lives of the natives were changed forever. They were changed for the better in that they were exposed to many holy priests and good Spaniards who cared about them. They came to know Jesus Christ and they were ready for conversion. But there were also those who came to the New World to become rich or to get slaves. They caused much pain and suffering for the natives and gave the Spanish a bad name. Isabella, as well as her grandson and great-grandson who ruled after her, were always very clear that they did not approve of slavery and that the mission in the New World was most of all to bring the faith.



Christopher Columbus' reception with Queen Isabella and King Ferdinand

#### Did You Know?

*The mission of Cortes to fight the Aztecs was actually called a crusade by the pope. It was one of the last official crusades.*

## TIMELINE FACTS

1482 A.D. - The Spanish Inquisition

1492 A.D. - The Expulsion of the Jews

1451 - 1506 A.D. - Christopher Columbus

1492 A.D. - Columbus sets sail

## LESSON EXTENSIONS

Look up the "Allegory of the Battle of Lepanto" by Paolo Veronese. Ask the student what he sees in the painting. Can he identify any saints? How does the artist depict the victorious Christians?





## MAKING CONNECTIONS

- Learn about the Christian behavior of Hernan Cortes and King Phillip II.
- Study the completion of the reconquest.
- Help the student understand a bit more about the Battle of Lepanto. This was a battle off the coast of the Greek city of Lepanto. The Ottoman Empire was invading, and the pope asked for an army to fight back and resist. The Christians won!

## MASTERING THE MATERIAL

- What was the result of the conquest of Granada? Answer: A united Spain.
- Why did Isabella start an inquisition? Answer: To prevent things from devolving into chaos.

### LESSON 8: THE END OF THE MEDIEVAL AGE

#### The Faith in the Americas (continued)

In fact, one of the greatest explorers, Hernan Cortes, faced Aztecs who were practicing human sacrifice, and even adopted the children of the Aztec king when he was killed by his own people.

One of the greatest of the Spanish kings, King Phillip II, who was Isabella's great-grandson, realized that the people of the New World needed to rule themselves. He wrote to Cortes that he wanted priests and men to help the natives adjust to the New World but that they should not change things that were not bad.

#### The Conquest of Granada

Isabella was an amazing warrior queen. She and Ferdinand together were able to drive the last of the Muslims from Spain. In one famous battle, she crossed a mountain by ordering her men to go through it and surprise the enemy. The Conquest of Granada, as her victory was called, completed the reconquest that began about 700 years earlier with the great Pelayo. It was just in time too! Within a few **generations** the Christians would face the last great fight with the Muslims in the Battle of Lepanto. A unified country was important for this final battle.



*Battle of Lepanto*

#### Unrest in Spain

The other two events Ferdinand and Isabella are known for are often criticized. They expelled the Jews from Spain, and started an Inquisition. Many people see these as bad things, because they seem cruel and intolerant. Let's look at what was happening that led Ferdinand and Isabella to make these decisions.

During this time, the people of Spain were quick to blame the Jews for any bad thing that happened. If there was a plague in a town, the Jews were blamed. Isabella and Ferdinand tried

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## LESSON EXTENSIONS

Listen to the poem "Lepanto" by G.K. Chesterton.

## TIMELINE FACTS

1485 - 1547 A.D. - Hernan Cortes

1571 A.D. - Battle of Lepanto



## MAKING CONNECTIONS

- Understand why Isabella expelled the Jews and what factors led to it.

## MASTERING THE MATERIAL

- **Read & Look Back:** They were known for sending Columbus to America, conquering Granada from the Muslims, expelling the Jews from Spain, and starting the Inquisition.

## DISCUSSION QUESTIONS

- Whose fault was it that the Jews were blamed for the Black Death? Answer: Suspicious people believed the Jews had brought it into the country, but the reason people believed it willingly was because the Jews had taxed them exorbitantly during a famine. The king let them do it too. So there is enough fault to go around.
- Was the Inquisition good or bad, overall? Answer: Answers will vary, but generally it was good.
- Discuss what Isabella did to protect the Jews before she expelled them.

### Unit 4 | Lesson 8

#### Unrest in Spain (continued)

to change the way Christians in Spain thought about the Jewish people. Isabella asked her governors to make sure that when a plague happened they pointed out that the Jews died at the same rate as the Christians. They certainly would not start a plague that would kill their own people. But nothing she did worked. The people of Spain, who had suffered under heavy taxes imposed by Jews and who were being told stories about how bad the Jews were, refused to listen.

In one city, Isabella herself was stoned when she tried to stand up for the Jews. In another city, Jewish converts to Christianity started a fight with the old Christians that ended in the slaughter of thousands. Isabella decided to fix these problems by expelling the Jews, as she could not guarantee their safety. She bought their land from them and sent them off by ship to Africa or Italy.

#### READ & LOOK BACK

What four things are Ferdinand and Isabella known for?

**Answer on page 314**

Isabella started the Inquisition so that people who mistrusted the converts could have a legal process to go through rather than just killing people because they disliked them. Her actions calmed the situation. Isabella herself had many close friends of Jewish heritage and she saw her actions as a rule of law to combat lawlessness that would ensue. Sadly, many of the Jews who were expelled were killed in Africa but those who went to Italy were welcomed with open arms by the pope. Some returned to Spain. The Inquisition certainly saved lives. In countries that did not have an inquisition there were many, many more massacres and much bloodshed.



Medal of the Order of Isabella

## LESSON EXTENSIONS

Write a letter or newspaper article detailing one of the accomplishments of King Ferdinand and Queen Isabella. Incorporate the positive and negative aspects of that particular accomplishment.





## MAKING CONNECTIONS

- Our Lady of Guadalupe spans two countries. What do you know about her?

## WRITING ABOUT IT

- Retell the two stories of Our Lady of Guadalupe.

### LESSON 8: THE END OF THE MEDIEVAL AGE

#### Unrest in Spain (continued)

The deaths of Isabella and Ferdinand would usher in the modern era in Spain. The next king, Charles, would have to face Protestantism and Luther. Protestantism would divide Europe into many religions, and it would divide countries. Meanwhile, Catholicism would take root in new countries.

When St. James was preaching in Spain centuries earlier, there was a story that Our Lady appeared to him at the Guadalupe River in Spain. She promised him that the church he would build for her there would never be destroyed. The physical church at that place has been destroyed many times, but the seeds of faith he planted there for the sake of Our Lady's Son surely took root in the missionary work of many great orders from Spain and Portugal. Truly, the church that was built had a solid foundation.



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## LESSON EXTENSIONS

Draw Columbus' three ships. Look up where he landed in America on a map. People think it was in the Bahamas.





## OBJECTIVES

- Recall information from the text.
- Identify and explain the main idea.
- Look back in the text to locate information.

## MASTERING THE MATERIAL

- Consider asking the student to think out loud while responding to the questions.
- Encourage the student to take guesses and recall information from the text without looking back. After the student has recorded his best guesses, allow the student to look back in the text to locate the answer. Looking back in the text to locate answers will aid the student in future studies, and the attempt to do it by memory will be a great step toward total independence.
- **Turn It into a Game:** Go around the room asking the students to tell you on what page they found the answer for various questions. If you only have one student, focus on number 6.
- Answer key: 1, page 311; 2, page 314; 3, page 312; 4, page 312; 5, page 314; 6a, page 315; 6b, page 313; 6c, page 314; 6d, page 313.

### Unit 4 | Lesson 8

#### Comprehension Questions

- Who was the first Protestant king of England?
  - Edward IV
  - Richard III
  - Charles V
  - Henry VIII
- Which king and queen sent Columbus to America?
  - Henry VIII and Anne Boleyn
  - Ferdinand and Isabella
  - Edward IV and Elizabeth
  - Enrique and Blanche
- Another name for Cathari were:
  - Astrologers
  - Tudors
  - Muslims
  - Puritans
- What is Astrology?
 

a fake science
- What are the four things that Isabella and Ferdinand are famous for?
 

conquest of Granada

expulsion of the Jews

Inquisition

sending Columbus to the New World
- Number the following events in the order they occurred (number them from 1-4).
  - 4 Cortes goes on crusade in the Americas.
  - 1 Isabella's brother is named heir to the throne of Castile.
  - 3 Isabella sends Columbus on a voyage of exploration.
  - 2 Isabella secretly arranges a marriage to Prince Ferdinand of Aragon.
- Why did Isabella start the Inquisition?
 

Student Exemplar: Answers will vary. Isabella started the Inquisition because she could not stop the fighting between her Christian people. She wanted a legal way to stop them from killing each other. It gave those who mistrusted each other a way to address their problems.

318 STORIES OF THE OLD WORLD

## HISTORICAL CHARACTERS

Henry VI, Edward IV, Richard III, Thomas More, Anne Boleyn, Henry VIII, Enrique IV, Prince Alfonso, Queen Isabella and King Ferdinand of Spain, Columbus, Cortes, Charles V

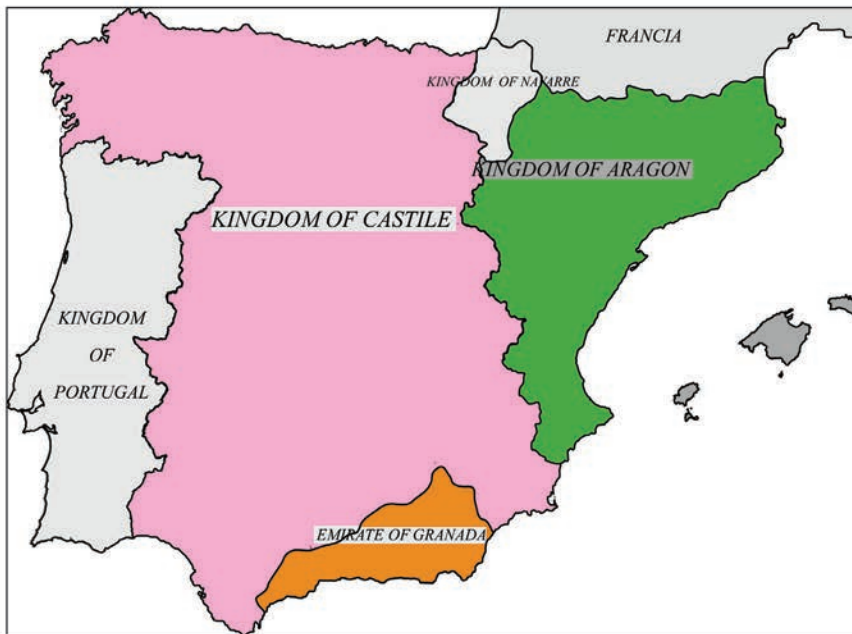


## LESSON 8: THE END OF THE MEDIEVAL AGE

## The Reconquista of Spain

Locate and color the kingdoms on the map below:

1. Kingdom ruled by Isabella: color pink.
2. Kingdom ruled by Ferdinand: color green.
3. Kingdom they conquered: color orange.



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## OBJECTIVES

- Familiarize yourself with the region of Spain at that time.

## MASTERING THE MATERIAL

- The map activities often provide a “snapshot look” at the area being studied. It is always good to further study the area. Find out about significant mountains and bodies of water by using a physical map. Study plants and animals of the area by using an atlas.
- Learn four of the notable mountain ranges in Spain:
  - 1) Pyrenees
  - 2) Sierra Nevada
  - 3) Cantabrian
  - 4) Iberian

## LESSON EXTENSIONS

Tell the student that Portugal has always been its own country and the borders it shares with Spain have not changed much. Ask the student what he thinks makes those borders so defined. Then go look at a map. Answer: There are three major rivers on the borders, as well as some small mountain ranges.

## IMPORTANT LOCATIONS

France, England, Spain, and America



## OBJECTIVES

- To allow the student to practice recalling information from the chapter.
- To allow the student the ability to make a judgment.
- After the student chooses what to write about, ask the student why he picked that person or time.
- The answers given here include many options. The student is only expected to pick one.

### Unit 4 | Lesson 8

**Time Travel Journal**

*Dates of my visit:*  
(List the important dates)

1469 A.D. Isabella of Castile marries Ferdinand of Aragon uniting Spain, 1482 A.D. The Spanish Inquisition, 1492 A.D. The Expulsion of the Jews, 1492 A.D. Columbus sets sail, 1534 A.D. Henry VIII leaves the Church, 1535 A.D. Thomas More is executed, 1571 A.D. Battle of Lepanto

Here are the most important facts I learned about:

*War of the Roses*

answers will vary

*Today I visited:*  
(List the places)

France, England, Spain, and America

Here are the most important facts I learned about:

*Queen Isabella*

answers will vary

*Today I met:*  
(List the people)

Henry VI, Edward IV, Richard III, Thomas More, Anne Boleyn, Henry VIII, Enrique IV, Prince Alfonso, Queen Isabella and King Ferdinand of Spain, Columbus, Cortes, Charles V

Here is a picture from my trip:

320 STORIES OF THE OLD WORLD

## TIMELINE FACTS

- 1469 A.D. - Isabella of Castile marries Ferdinand of Aragon uniting Spain
- 1482 A.D. - The Spanish Inquisition
- 1492 A.D. - The Expulsion of the Jews
- 1492 A.D. - Columbus sets sail
- 1534 A.D. - Henry VIII leaves the Church
- 1535 A.D. - Thomas More is executed
- 1571 A.D. - Battle of Lepanto

## LESSON EXTENSIONS

Retell the events leading up to England's departure from the Catholic Church.





## OBJECTIVES

- Making connections between many different historical figures of this era.
- When this activity is completed, ask the student what he can tell you about the figures on the worksheet. If you have enough students, turn it into a competition with teams. Which team can tell you the most facts about someone?

## MASTERING THE MATERIAL

- Thomas More (If the student struggles, remind him you are looking for someone born between 1475, which is when Enrique died, and 1483, which is when Edward IV died.)
- Hernan Cortes (If the student struggles, remind him that Edward IV died in 1483 and Richard III died in 1485. So, you should look for anyone born in 1484 or 1485.)
- Thomas More and Martin Luther. These people would have to be born after 1474, which is when Enrique died. That narrows the list to Thomas More and beyond. Next help the student by pointing out that Edward IV died in 1483. So that means it cannot be Hernan Cortes and beyond. They were born after Edward IV died.

### LESSON 8: THE END OF THE MEDIEVAL AGE

#### Key Figures

Using these key figures, fill in the blanks below.

	1425-1474 Enrique IV
	1442-1483 Edward IV
	1451-1506 Columbus
	1451-1504 Isabella the Catholic
	1452-1485 Richard III
	1452-1516 Ferdinand of Aragon
	1457-1509 Henry VII
	1478-1535 Thomas More
	1483-1546 Martin Luther
	1485-1547 Hernan Cortes
	1491-1547 Henry VIII
	1500-1558 Charles V
	1501-1536 Anne Boleyn
	1519-1587 Catherine de' Medici

1. Who was alive at the time of Edward IV but not Enrique IV?

**Thomas More**

2. Who was alive at the time of Richard III but not Edward IV?

**Hernan Cortes**

3. How old was Henry VIII when Isabella the Catholic died? **13**

4. Which two people on the list were alive at the time of all the others except Enrique IV?

**Thomas More**

**Martin Luther**

5. Henry VIII was the uncle of Charles V by marriage. How much older was Uncle Henry?

**9 years**

6. Did Charles V know his grandma, Isabella the Catholic? **yes**

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## LESSON EXTENSIONS

Read the book *Saint Juan Diego and Our Lady of Guadalupe* by Josephine Nobisso or *The Lady of Guadalupe* by Tomie de Paola.

# *Stories of the Old World*

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## ANSWER KEY



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### St. Vincent Ferrer

1. Vincent Ferrer healed people spiritually through the sacraments. Especially baptism where they were given new life. Confession and Anointing of the Sick brought healing to their souls. He converted many people through his words, but it was the sacraments he gave them that brought them into the church.
2. Firstly, he sustained people by giving them the Eucharist. Also, however, he converted many people through his public speaking. People heard him preach in their own language. His words of hope in a dark time sustained many.

### Time Travel Journal

- Dates of my visit: 1337 - 1453 A.D. Hundred Years' War, 1378 - 1417 A.D. Great Western Schism, 1455 - 1487 A.D. War of the Roses, 1346 - 1353 A.D. Black Death, 1431 A.D. Joan of Arc is burned at the stake
- Today I visited: England, France, Italy, Spain, Germany
- Today I met: King Edward III, King Philip VI, St. Joan of Arc, the Black Prince, Alfonso XI, Pedro, Enrique, John of Gaunt, Urban VI, Clement VII, Alexander V, Martin V, King Richard II, Henry VI, Edward
- The Most Important Facts I Learned About:
  - Great Western Schism: **answers will vary**
  - Vincent Ferrer: **answers will vary**

### Visions of St Vincent

**Drawings will vary but should have a window with light coming through it.**

### **LESSON 8:**

#### Comprehension Questions

8. **D – Henry VIII**
9. **B – Ferdinand and Isabella**
10. **D – Puritans**
11. **A fake science**
12. **1) conquest of Granada; 2) expulsion of the Jews; 3) Inquisition; 4) Sending Columbus to the New World.**
13. **(a) 4, (b) 1, (c) 3, (d) 2**
14. **Answers will vary. Student Exemplar.** Isabella started the Inquisition because she could not stop the fighting between her Christian people. She wanted a legal way to stop them from killing each other. It gave those who mistrusted each other a way to address their concerns without going outside of the law.

### Map Activity

Isabella ruled the Kingdom of Castile. Color that pink.  
Ferdinand ruled the Kingdom of Aragon. Color that green  
They conquered the Emirate of Granada. Color that orange.

### Time Travel Journal

- Dates of my visit: **1469 A.D. Isabella of Castile marries Ferdinand of Aragon uniting Spain, 1482 A.D. The Spanish Inquisition, 1492 A.D. The Expulsion of the Jews, 1492 A.D. Columbus sets sail, 1534 A.D. Henry VIII leaves the Church, 1535 A.D. Thomas More is executed, 1571 A.D. Battle of Lepanto**
- Today I visited: **France, England, Spain and America**
- Today I met: **Henry VI, Edward IV, Richard III, Thomas More, Anne Boleyn, Henry VIII, Enrique IV, Prince Alfonso, Queen Isabella and King Ferdinand of Spain, Columbus, Cortes, Charles V**
- The Most Important Facts I Learned About:
  - The War of the Roses: **answers will vary**
  - Queen Isabella: **answers will vary**

### Key Figures

1. **Thomas More** (If student struggles, remind them you are looking for someone born between 1475 which is when Enrique died and 1483 which is when Edward IV died)
2. **Hernan Cortes** (If student struggles remind them that Edward IV died in 1483 and Richard III in 1485. So, you should look for anyone born in 1484 or 1485.)
3. **13** (Isabella died in 1504. Henry was born in 1491.  $1504 - 1491 = 13$ .)
4. **Thomas More and Martin Luther**. These people would have to be born after 1474, which is when Enrique died. That narrows the list to Thomas More and beyond. Next help the student by pointing out that Edward IV died in 1483. So that means it cannot be Hernan Cortes and beyond. They were born after Edward IV died.
5. **9** ( $1500 - 1491 = 9$ )
6. **Yes**. Charles was born in 1500 and Isabella died 4 years later.