



Gileskirk

Christendom & the Renaissance

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An Introduction to Gileskirk

All materials contained in this study, whether in print or in electronic media or audio or video cassette, are copyrighted. If you have not signed a license agreement, you should not use these materials.

Gileskirk curricula are designed to be complete, self-contained courses of study for individual students, a family, or a group. The goal of Gileskirk is to provide a strong liberal arts study surveying the disciplines of history, literature, philosophy, theology, civics, art, music, and architecture of a particular epoch. In our students, we hope to foster a love of learning, a passion for reading, and the ability to discern worldviews and to think critically. To that end, we hope this introduction will provide insight and instructions for using Gileskirk studies in your home or classroom.

The focus of this year's study will be on the emergence of the civilization of Christendom—from the fall of Rome and the Patristic Age of the early church (around 300 AD) through the time of the Reformation and finishing with the French Revolution in approximately 1800. Thus, we will study the Barbarian migrations, the national settlements, the feudal social structure, monasticism, the rise of the Islamic threat, the Crusades, gothic art and architecture, Medieval academic advances, the rise of divine right monarchies, the Renaissance relapse, and the attempts to reform the Church.

Elements of the Course

Each Gileskirk study course is comprised of the following material:

Lectures

Each lesson is built around a lecture delivered by Dr. George Grant. **These lectures are available as audio cassettes or on CD-ROM.** Each lecture is numbered to indicate its order within the series. As much as possible, Dr. Grant's class instructions for projects, assignments, and readings have been included. You will need to allow for extra class periods during the year to accommodate project presentations, review sessions, and exam days for the midterm and final exams. You may also desire extra class periods for discussions of the literature texts. The numbered lessons in this book correspond to the numbered lectures. Students should complete two (2) lessons per week.

Lesson and Outlines

Each lesson gives the reading and vocabulary assignments which should be finished before listening to the lecture. If a quiz is to be given it is listed at the beginning of the lesson, and the quiz should be given before the lecture. The quiz will cover information from the previous lectures and readings. Additional homework assignments are due the next class period. If the homework assignment is a reading journal entry, it should be written that day. Each lesson includes an outline for the specific lecture. While students should certainly use the outlines as guides to help order their notes, the temptation is to copy the information and then relax. Students' note-taking skills will improve throughout the year, but teachers and mentors should check notebooks occasionally to make sure students are getting the important information. A series of bad quiz grades could be

another indication that students are merely copying the outlines rather than taking substantive notes.

Reading Assignments

The primary texts, literature texts, and supplementary books are listed at the beginning of each grading period. Each lesson plan includes the specific reading assignments in the primary texts to be completed before listening to the lecture. The recitations from Common Roots or otherwise indicated are to be read before class and then recited aloud in class.

Literature Text

A specific literature text is assigned for each grading period. The literature text is also listed in each lesson plan as a reminder that the student should be reading through the text on a regular basis. Please note that specific page assignments are not given, so the student should plan a schedule of reading which will enable him to finish both the literature text and his own choice of a supplemental book during the grading period. The lectures essentially assume familiarity with the literature and then build upon themes within the literature.

Stirling Bridge

The *Stirling Bridge* Literary Journal, which is listed as a literature text each grading period, is a guide to the literature text as well as to the time period being studied. The *Stirling Bridge* issue should be read carefully before beginning the period of study for which it is assigned. The themes expounded in each *Stirling Bridge* are essential to the student's understanding of the lectures. *Appendix D* contains the *Stirling Bridge* newsletters.

Supplemental Reading

A list of Supplemental Reading choices relating to the time period or topic being studied is given at the beginning of each grading period. The student should choose one book from this list to be read during this period. However, as with the literature text, the student must pace himself since no specific assignments of the supplementary readings are given.

Reading Journal

Dawson Trotman, founder of the Navigators, often said, "Thoughts tend to disentangle themselves when they flow over the tip of a pencil."

The reading journal is a book or notebook reserved only for writing reflections on one's reading, thus organizing and giving coherence to one's thoughts. The use of a reading journal also promotes good writing skills by providing the impetus to write daily.

Each student should keep a reading journal of some sort, a book or notebook reserved only for writing journal entries. At the end of each month the teacher/mentor should collect the reading journal for a class participation grade. For the purpose of the Gileskirk study, the journal entries should be reflections on readings in the textbook assignment, the literature selection, the *Stirling Bridge*, or the supplementary reading book. The

student should discuss his thoughts on the ideas, themes, and characters in the books; journal entries should not be what he did that day, what TV show he is watching, or other "mental laundry."

High school students are expected to write about a page, approximately two hundred to two hundred fifty words; junior high students should write one-half of a page. These amounts can be adjusted to the ability of the student, but each student should start slowly and increase in length and substance over the course of the year. Students should be required to make five journal entries a week, which gives them Sundays off and one other day of their choosing. A quick pop-check of journals, before their normal collection at the end of the month, reveals more accurately who keeps up with their journals and who is waiting until the night before journals are due to write many entries.

Reading journals are excellent for integration, especially with English classes. Teachers in other classes can provide specific directions or assignments, such as discussing a particular style, character, event, idea, etc. Homework of this type can also help new or younger students learn how to write in their journals. However, students should only have such assignments once or twice a week—the subject of most of their journal writing should be their discretion.

Recitations & Handouts

Recitations serve several functions in Gileskirk courses. Primarily, they provide an exercise in memorization. However, they also introduce students to important works of literature, notable prayers, significant ideas, etc.

Other handouts, such as maps, are occasionally provided to reinforce a particular idea or topic. The instructions for and significance of the handout is explained in the lecture.

Additional Assignments

Additional assignments are listed on the lesson plan when applicable. These will be of various types, including directed journal entries, such as writing a ballad on a specific topic.

Opportunities

Approximately every other lesson plan will include a quiz (opportunity) that should be taken before listening to the lecture which it accompanies. The opportunities reinforce important information from the previous lectures and reading assignments; therefore, a particular question may appear on three or four quizzes. Students should correct their old opportunities so to use as study guides for future opportunities and the exams.

Each opportunity has a corresponding key (see *Appendix B*) with all of the answers for each question. The best possible answer is provided. Deduct points according to an answer's proximity to the ideal answer. On discussion questions, the salient points that are required for full credit are listed, but the answer still needs to be in correct, full sentences and/or paragraphs—not bullets or a list. Many questions have two parts: list and describe or list and identify. If a student does not do both, he loses half of the points.

Exams

Two major exams, the Midterm and the Final, are given for this study. *Appendix C* is comprised of the exams and exam keys .

The midterm exam is given after the first semester of study. It is comprehensive. Allow 2 to 3 hours for students to complete the exam. After grading the midterm, return it to students as it will be a valuable study guide for the final exam. The final is given at the end of the year and is also comprehensive. Again, allow 2 to 3 hours for the exam.

Projects

Projects, whether monthly or quarterly, are an important part of the course. They are not only a significant portion of students' grades, but also they engage the more creative side of the students, which is especially important for students who are less academically inclined. The required projects are described at the beginning of each grading period. The 40 Hour Project synthesizes all of the different areas and ideas which have been studied during the course of the year, but each student should also design this project along the lines of his own interests. Projects should always be presented before an audience, even if it is a family and some friends; such an atmosphere makes the students do a better job and gives them an opportunity to work on their oratory skills

Grading the Material

Grading Percentages

The course grade breaks down according to the following percentages:

33% Class participation	Primarily journals, but also includes homework and class participation
33% Opportunities	Opportunities grades, usually drop one per grading period
33% Projects	Projects and their presentation

Each quarter in a semester counts either 40% or 45% and the midterm and final exams count 20% or 10%. You are free to create you own percentages on the exams, but we strongly encourage you to keep the other percentages for participation, opportunities, and projects intact.

Christendom Book List

Primary Texts:

Dr. Tim Dowley, ed.: *The History of Christianity*

Grant and Wilbur: *Common Roots*

Literature Texts:

Augustine: Confessions

Beowulf (Heaney, trans.)

Shakespeare: *Henry V*

Sir Gwain and the Green Knight (J. R. R. Tolkien, trans.)

Dante: *The Inferno (Hell)* (Dorothy Sayers trans.)
Walter Scott: *The Talisman*
Geoffrey Chaucer: *Canterbury Tales* (Neville Coghill ed.)
Christopher Marlowe: *Dr. Faustus*
John Bunyan: *Pilgrim's Progress*
Norton Shorter Anthology of Poetry, 4th ed.

Supplemental Reading

Lower Division Upper Division

First Grading Period

- Jill Walsh: *The Children of the Fox*
- Elizabeth Speare: *The Bronze Bow*
- Lew Wallace: *Ben Hur*
- William Shakespeare: *Anthony and Cleopatra*
- Lloyd Douglas: *The Robe*

- Plato: *The Republic*
- Aristotle: *Rhetoric and Poetics*
- Virgil: *Aeneid*
- Heinrich Sienkiewicz: *Quo Vadis*
- Alexander Schmemmann: *Historical Road of Eastern Orthodoxy*
- Plutarch: *Lives of the Ancient Greeks and Romans*
- Augustine: *City of God*

Second Grading Period

- Rosemary Sutcliff: *Blood Feud*
- Ellis Peters: *A Rare Benedictine*
- Howard Pyle: *Otto of the Silver Hand*
- T.H. White: *Once and Future King*

- Athanasius: *On the Incarnation*
- Eusebius: *History of the Church*
- Bede: *Ecclesiastical History*
- Angel Flores: *An Anthology of Medieval Lyrics*

Third Grading Period

- Rosemary Sutcliff: *The Lantern Bearers*
- Elizabeth Gray: *Adam of the Road*
- Cynthia Voigt: *Jackaroo*
- Robert Lewis Stevenson, *Black Arrow*
- Howard Pyle: *The Merry Adventures of Robin Hood*

- Richard Gerould: *The Song of Roland*

- ☒ Umberto Eco: *Aquinas and the Theory of Beauty*
- ☒ G.K. Chesterton: *St. Francis of Assisi*
- ☒ Edith Pargeter: *A Bloody Field By Shrewsbury*
- ☒ Thomas Aquinas: *A Shorter Summa* ed. Peter Kreeft

Fourth Grading Period

- ☒ Cynthia Harnett: *The Cargo of the Madalena*
- ☒ Howard Pyle: *Men of Iron*
- ☒ Marguerite de Angeli: *The Door in the Wall*
- ☒ H.A. Guerber: *Myths and Legends of the Middle Ages*
- ☒ Walter Scott: *Fair Maid of Perth*

- ☒ William Langland: *Piers Plowman*
- ☒ Paul Seaver: *Wallington's World*
- ☒ John Milton: *Tractate on Education*
- ☒ Walter Scott: *Ivanhoe*
- ☒ Barbara Tuchman: *A Distant Mirror*

Fifth Grading Period

- ☒ Eric Haugaard: *A Slave's Tale*
- ☒ Yves Cohat: *The Vikings: Lord of the Seas*
- ☒ David Nicolle and Richard Hook: *The Crusades*
- ☒ Terry Jones and Alan Ereira: *Crusades*
- ☒ George Grant: *Blood of the Moon*

- ☒ Steven Runciman: *The First Crusade*
- ☒ Colin Thubron: *Jerusalem*
- ☒ Hilaire Belloc: *The Crusades*
- ☒ Michael Psellus: *Fourteen Byzantine Rulers*
- ☒ Edith Pargeter: *Sunrise in the West*

Sixth Grading Period

- ☒ Eric Haugaard: *Parliament's Messenger*
- ☒ Walter Scott: *The Talisman*
- ☒ Terence Wise and G.A. Embleton: *Armies of the Crusades*
- ☒ Mark Twain: *Joan of Arc*
- ☒ G.A. Henty: *At Agincourt*

- ☒ Mandeville: *Voyages and Travels*
- ☒ Miguel Cervantes: *Don Quixote*
- ☒ Vasari: *Lives of the Artists*
- ☒ Daniel Defoe: *Journal of the Plague Years*
- ☒ Hilaire Belloc: *The Battle Ground*