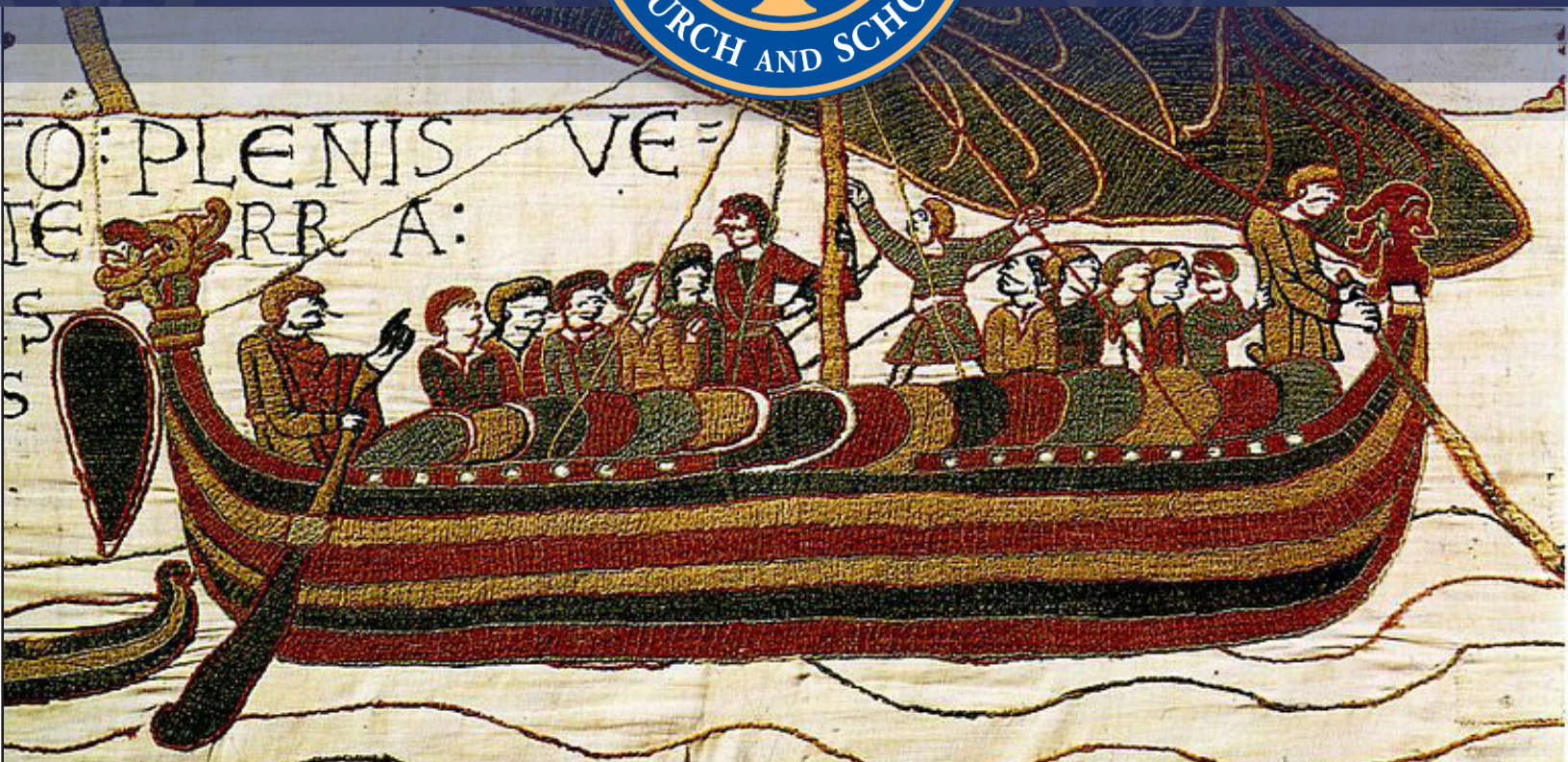
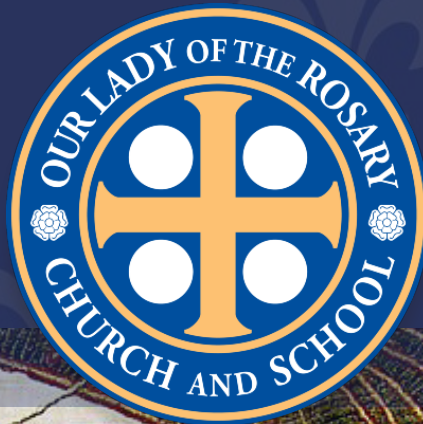


History Curriculum

Grade 07



Course Overview

Course Description

This course traces the story of Europe from the fall of Rome to the rise of modern nations, with special attention to the shaping of leadership, law, and legitimacy. Students will explore how the Church, the sword, and the soul forged a civilization that sought to unite power with justice. From saintly kings to ambitious warlords, the course asks students to consider not only what leaders accomplished, but what kind of men they became. Through narrative history, primary texts, and sacred tradition, students will confront the great political and moral question of the age: What makes a king—and what makes a tyrant?

Why We Teach It...

We teach the history of Christendom and the making of Europe so that students may understand the deep roots of their civilization—not as a random sequence of events, but as a providential unfolding of order from chaos, light from darkness. In learning how the Church shaped law, culture, and kingship, students come to see history not merely as a study of the past, but as a moral drama in which faith, reason, and virtue build and sustain true civilization. This course invites students to love what is good, to discern the rise and fall of peoples through a moral lens, and to take up their place as heirs of a Christian heritage forged by saints, scholars, and soldiers of the Cross.

Course Objectives









By the end of this course, students will be able to:



Trace the major events and movements that shaped Europe from the fall of Rome to the French Revolution.



Course Objectives | Continued...

-  Understand the role of the Church in unifying and guiding medieval society.
-  Examine the lives of saints, kings, and knights as models of virtue and leadership.
-  Analyze historical sources through careful reading and thoughtful annotation.
-  Develop written expression through narrative summaries, essays, and reflections.
-  Practice classical oration through prepared speeches, recitations, and discussions.
-  Grow in historical imagination by connecting past events to enduring moral questions.
-  Build habits of attention, wonder, and reverence for the study of Christian civilization.
-  Consider the ideal of the Christian knight as a model for character and courage today.

Source Material

Famous Men of the Middle Ages – Haaren & Poland

Famous Men of Modern Times – Haaren & Poland

Famous Men of Rome (for background on Christian heroism and early virtues)



Key Figures & Terms

Fall of Rome	St. Joan of Arc	Mortality
St. Benedict	Black Death	Repentance
Clovis & Franks	Hundred Years' War	Renaissance
Charlemagne	Council of Clermont	Inquiry
Alfred the Great	Dante Alighieri	Patronage
Viking Raid	Petrarch	Reformation
Battle of Hastings	The Fall of Constantinople	Schism
Pope Urban II	Columbus' Voyage	Exploration
First Crusade	95 Theses	Encounter
St. Louis IX	French Revolution	Revolution

Central Themes

The Formation of Christian Civilization

From the ruins of Rome, a new civilization emerged—shaped not by imperial power, but by the Church, the monastery, and the Christian soul. This theme traces how Christendom took form through evangelization, education, kingship, and worship, ultimately producing a society ordered toward truth and the good.

The Measure of a Ruler

Through saints, generals, monarchs, and rebels, students will examine how strength is either crowned by justice or corrupted by pride. The course asks: What separates rightful authority from mere domination? What makes a king? What makes a tyrant?

The Rise and Testing of Europe

As Europe matured, it was tested by plague, heresy, war, and revolution. This theme examines how ideas—both noble and destructive—shaped the course of nations. Students will learn how Europe's foundations were challenged, reformed, and in some cases overthrown, yet still reveal a story worth remembering.



Key Dates

- 476 – Fall of the Western Roman Empire
- 496 – Baptism of Clovis
- 800 – Charlemagne crowned Holy Roman Emperor
- 1066 – Battle of Hastings
- 1095 – Pope Urban II calls the First Crusade
- 1215 – Magna Carta signed
- 1347 – Black Death arrives in Europe
- 1453 – Fall of Constantinople
- 1492 – Columbus lands in the New World
- 1789 – Beginning of the French Revolution

Assessments

Summative: 45 %

- Unit Exams
- Formal Essays
- Oral Presentations and Recitations
- Quizzes

Formative: 30 %

- Weekly Reading Responses
- Source Analysis (Documents, Speeches, Maps, Artifacts)
- Key Terms & Dates Quizzes
- Timelines & Graphic Organizers
- Participation in Seminars and Class Debates

Conscientiousness 25 %

- Homework
- Classwork
- Pop Quizzes
- Participation

Scope & Sequence

Unit 1 | Making Christendom

4 Weeks

Week 1-4 Overview

This unit examines the collapse of the Western Roman Empire and the slow rise of a new Christian civilization. Students will explore how the Church, through monasticism, missionary work, and moral authority, gathered scattered tribes into order. The legacy of Roman law, the strength of the Christian liturgy, and the lives of early saints and kings reveal how spiritual leadership replaced imperial rule and laid the groundwork for a unified Europe.

Central One Idea

In the ruins of empire, the Church forged a new civilization by converting hearts, shaping leaders, and preserving truth.

Key Terms

Fall of Rome; Barbarian Invasions; Monasticism; Christendom; Clovis; Gregory of Tours; Rule of St. Benedict; Evangelization; Conversion; Christian Kingship; Fealty; Civilization

Key Dates

476 – Fall of the Western Roman Empire

496 – Clovis baptized as king of the Franks

529 – Founding of Monte Cassino and the Rule of St. Benedict

Great Questions

What kind of man can restore order in a broken world?

Sources

Famous Men of the Middle Ages

Gregory of Tours, History of the Franks (selections)

The Rule of St. Benedict (selections)



Week 5-8 Overview

This unit explores the clash between Christian England and its pagan Viking invaders. Students will trace how figures like Alfred the Great responded not merely with military defense, but with wisdom, learning, and law. Through the forging of kingdoms, the writing of chronicles, and the baptizing of enemies, a vision of kingship rooted in courage and virtue begins to emerge. The model of the Christian knight is tested and refined amid raids, resistance, and renewal.

Central One Idea

True kingship is not only the power to conquer but the courage to civilize.

Key Terms

Alfred the Great; Danelaw; Viking Invasions; Anglo-Saxon; The Anglo-Saxon Chronicle; Wessex; Monastic Schools; Shield Wall; Paganism; Christian Kingship; Longship; Law-giver

Key Dates

793 – Viking raid on Lindisfarne

871 – Alfred the Great becomes king of Wessex

878 – Treaty of Wedmore between Alfred and Guthrum

Great Question

Can a knight rule with both strength and wisdom?

Sources

Famous Men of the Middle Ages

The Anglo-Saxon Chronicle (selections)

Map of Viking invasions and settlements

Excerpts from the life and laws of Alfred the Great



Week 9-12

Overview

This unit examines the origins, aims, and legacy of the Crusades. Students will confront both the myths and the moral complexities of holy war, exploring how knights of Christendom took up the cross to defend the innocent and reclaim sacred ground. Figures like Godfrey of Bouillon and Pope Urban II reveal a vision of manhood shaped not by conquest alone, but by pilgrimage, penance, and sacred duty. The question of just war and knightly virtue lies at the heart of this unit.

Central One Idea

The Crusades reveal that a knight is not only a warrior, but a pilgrim bound by oath to a higher cause.

Key Terms

Crusade; Holy Land; Jerusalem; Pilgrimage; Pope Urban II; Council of Clermont; Godfrey of Bouillon; Saracens; Chivalry; Just War; Relic; Latin Christendom

Key Dates

1054 – Great Schism between Eastern and Western Churches

1095 – Pope Urban II calls the First Crusade

1099 – Crusaders capture Jerusalem

Great Question

Can a knight fight without hatred—and die without vengeance?

Sources

Famous Men of Rome

Pope Urban II's Speech at the Council of Clermont

Map of the Crusader States

Eyewitness accounts from the First Crusade

Art and imagery of crusader knights

Week 13-16 Overview

This unit traces the growing rivalry between England and France, shaped by questions of royal succession and the fading unity of Christendom. As kings fought for thrones and honor, a far greater terror emerged: the Black Death. Students will examine how knights, kings, and peasants alike faced death, judgment, and the collapse of social order. In the face of both war and plague, the ideal man is tested—not only on the battlefield, but in his response to suffering, fear, and mortality.

Central One Idea

The true test of a knight is not found only in war, but in how he suffers, endures, and remains faithful in the face of death.

Key Terms

Hundred Years' War; Black Death; Succession; Edward III; Chivalry; St. Joan of Arc; Bubonic Plague; Gabriele de' Mussi; Crisis of Faith; Peasantry; Mortality; Social Collapse

Key Dates

1337 – Beginning of the Hundred Years' War

1347 – Black Death arrives in Europe

1429 – Joan of Arc leads the French to victory at Orléans

Great Question

What gives a knight the strength to remain noble when the world falls apart?

Sources

Famous Men of the Middle Ages

Gabriele de' Mussi, Account of the Plague

John Hatcher, The Black Death: A Personal History (selections)

Art and iconography from plague-era Europe

Accounts of St. Joan of Arc



Week 17-20 Overview

This unit explores the rebirth of learning, beauty, and human dignity in the Renaissance. Far from abandoning the ideals of the medieval knight, Renaissance thinkers and artists sought to perfect them—joining strength with wisdom, action with contemplation. Students will examine how figures like Petrarch and Dante looked backward to the classical world and upward to the divine, seeking to form not only powerful rulers, but noble souls. The knight reemerges in art, literature, and civic life—not in armor alone, but as a man of mind and virtue.

Central One Idea

The Renaissance rekindled the image of the ideal man as one who masters both thought and action, sword and soul.

Key Terms

Renaissance; Humanism; Petrarch; Dante; Florence; Virtù; Civic Leadership; Patronage; Michelangelo; Classical Revival; Printing Press; Liberal Arts

Key Dates

1304 – Birth of Petrarch, the “Father of Humanism”

1321 – Death of Dante Alighieri

1439 – Gutenberg invents the printing press

Great Question

Can a knight still lead when the world no longer values his sword?

Sources

Famous Men of Modern Times

Dante Alighieri, Inferno (selected cantos)

Francesco Petrarch, Secretum (selections)

Renaissance art and architecture (Michelangelo, Raphael, Giotto)

Excerpts from Renaissance letters and treatises on virtue



Week 21-24 Overview

This unit traces the fracture of religious unity in Europe and the expansion of European influence across the globe. Students will examine the Protestant Revolt, the Catholic response, and the wars that followed—not as isolated conflicts, but as battles for the soul of Christendom. At the same time, explorers set sail to unknown lands, driven by ambition, zeal, and a desire to spread the Gospel. The ideal knight is pulled in two directions: toward defense of the faith at home, and bold, uncertain missions abroad.

Central One Idea

The knight is called to defend the truth in a divided world, and to carry the light of Christ beyond familiar borders.

Key Terms

Reformation; Martin Luther; Protestant Revolt; Catholic Response; Religious Wars; Council of Trent; Age of Exploration; Columbus; Conquistador; Evangelization; Conscience; Christendom

Key Dates

1517 – Martin Luther posts the 95 Theses

1545 – Council of Trent begins

1492 – Columbus lands in the New World

Great Question

Can a knight remain faithful when his world is torn in two?

Sources

Famous Men of Modern Times

Letters of Columbus to Ferdinand and Isabella

Accounts of early missionaries and explorers

Selections from Martin Luther and Catholic responses

Maps of voyages and colonial expansion



Week 25-30 Overview

This unit explores the collapse of the old Christian order in France and the rise of revolutionary ideals that redefined the meaning of liberty, authority, and manhood. Students will trace how the Enlightenment challenged the Church, the monarchy, and the moral vision of the knight. Amid the chaos, Napoleon emerged—a man of brilliance and ambition who claimed to restore order through force. The course concludes by asking whether modern power can still be guided by the old virtues, or if the knight has finally fallen.

Central One Idea

Revolution tests whether a man can rule by strength alone, or if true greatness requires humility, virtue, and grace.

Key Terms

French Revolution; Estates-General; Bastille; Reign of Terror; Enlightenment; Rousseau; Liberty; Republic; Napoleon Bonaparte; Empire; Virtue; Collapse

Key Dates

1789 – Beginning of the French Revolution

1793 – Execution of King Louis XVI

1804 – Napoleon crowned Emperor of the French

Great Question

Can a man become great without becoming good?

Sources

Famous Men of Modern Times

Excerpts from revolutionary declarations and speeches

Accounts of Napoleon's rise and reign

Visual art and propaganda from revolutionary France

Selections from Enlightenment thinkers and their critics

Debates from the Continental Congress



Course Catechism

This section is structured as a series of questions and answers—intended to cultivate wisdom, virtue, and a love of tradition in the soul of the reader. Drawing from classical education, Christian orthodoxy, and the accumulated insights of Western civilization, this catechism aims to form not only the mind but the moral imagination.



Each question is crafted to provoke contemplation, and each answer is more than mere information—it is a small liturgy of truth, designed to be memorized, internalized, and lived. In the tradition of ancient catechisms, this section assumes that learning is not just for passing tests, but for becoming someone.

Section I | Unit I

Q: When did the Western Roman Empire fall?

A: *In 476 A.D.*

Q: Who was the first Christian king of the Franks?

A: *Clovis.*

Q: What preserved learning and worship after the fall of Rome?

A: *Christian monasteries.*

Q: What rule guided the lives of Western monks?

A: *The Rule of St. Benedict.*

Q: What name is given to the Christian civilization that emerged in Europe?

A: *Christendom.*



Section II | Unit II

Q: Who led Anglo-Saxon resistance against Viking invasions?

A: *Alfred the Great.*

Q: What was the Danelaw?

A: *A region of England under Viking control.*

Q: What historical record began under Alfred's reign?

A: *The Anglo-Saxon Chronicle.*

Q: When did Alfred the Great become king of Wessex?

A: *In 871 A.D.*

Q: What religion did the Vikings practice before their conversion?

A: *Paganism.*

Section III | Unit III

Q: Who called for the First Crusade?

A: *Pope Urban II.*

Q: When was the First Crusade launched?

A: *In 1095 A.D.*

Q: What was the goal of the First Crusade?

A: *To reclaim Jerusalem and aid Eastern Christians.*

Q: What symbol did Crusaders wear to show their vow?

A: *A red cross.*

Q: How did the Church view the Crusades spiritually?

A: *As a holy pilgrimage.*



Section IV | Unit IV

Q: What was the long conflict between England and France called?

A: *The Hundred Years' War.*

Q: Who led the French to victory at Orléans?

A: *Joan of Arc.*

Q: When did the Black Death arrive in Europe?

A: *In 1347 A.D.*

Q: What disease caused the Black Death?

A: *The bubonic plague.*

Q: What was one major result of the Black Death?

A: *A massive population decline and social upheaval.*

Section V | Unit V

Q: What was the Renaissance a rebirth of?

A: *Classical art, literature, and learning.*

Q: Who is called the “Father of Humanism”?

A: *Petrarch.*

Q: Who wrote The Divine Comedy?

A: *Dante Alighieri.*

Q: What invention helped spread Renaissance ideas?

A: *The printing press.*

Q: Around what year was the printing press invented?

A: *Around 1439 A.D.*



Section VI | Unit VI

Q: Who began the Protestant Revolt in 1517?

A: *Martin Luther.*

Q: What did Luther post on the church door?

A: *The 95 Theses.*

Q: What council led the Catholic response to the Reformation?

A: *The Council of Trent.*

Q: Who sailed west from Spain in 1492?

A: *Christopher Columbus.*

Q: What was the goal of Catholic missionaries during the Age of Exploration?

A: *To evangelize the native peoples.*

Section VII | Unit VII

Q: When did the French Revolution begin?

A: *In 1789.*

Q: What king was executed during the French Revolution?

A: *King Louis XVI.*

Q: What phrase expressed the ideals of the Revolution?

A: *Liberty, Equality, Fraternity.*

Q: Who became emperor of France in 1804?

A: *Napoleon Bonaparte.*

Q: What Enlightenment idea challenged traditional kingship?

A: *That reason, not divine right, should govern society.*



Section XII | Dates to Live in the Heart

476 – Fall of the Western Roman Empire
496 – Baptism of Clovis, King of the Franks
800 – Charlemagne crowned Holy Roman Emperor
871 – Alfred the Great becomes king of Wessex
1095 – Pope Urban II calls the First Crusade
1215 – Magna Carta is signed
1347 – The Black Death arrives in Europe
1439 – Gutenberg invents the printing press
1492 – Columbus lands in the New World
1789 – The French Revolution begins

Section XIII | Recitations

A description of the knightly virtues: Courage, Justice, Mercy, Loyalty, Piety

Selected passages from The Rule of St. Benedict

A portion of Pope Urban II's speech at the Council of Clermont

Week 1

Weekly Logos | Power & Judgement

This week introduces students to the study of kingship and tyranny—the central question that will guide our reading of history. Students will begin to ask: What gives a man the right to rule? Can a ruler be strong without becoming cruel? Can he be just without becoming weak? Through Scripture, classical thought, and guided reflection, students will prepare to read history not only as a sequence of events, but as a drama of power, character, and judgment.

What Are We Assessing? | The Facts

- 🏛️ Definition of king and tyrant
- 🏛️ Introduction to major types of rule (monarchy, tyranny, empire)
- 🏛️ Basic map of early post-Roman Europe
- 🏛️ Overview of the Church's role after the fall of Rome

What Are We Assessing? | The Skills

- 🏛️ Distinguish between lawful and unlawful authority
- 🏛️ Identify traits of virtuous and vicious rulers
- 🏛️ Construct a visual chart: “King vs. Tyrant”
- 🏛️ Practice close reading with Scripture and Aristotle

What Are We Assessing? | The Truths





“To Rule is to be judged.”

This truth unifies every element of the lesson:

- That every ruler leaves behind not just laws, but legacies
- That justice is the true test of kingship
- That no man rules rightly who does not rule under a higher law



Assessments | Suggested Types

-  Short Essay: “What makes a ruler just?” (1–2 paragraphs)
-  Discussion Seminar: Contrast the king and the tyrant using examples from class
-  Visual Chart: Create a “King vs. Tyrant” comparison with traits
-  Oral Recitation: Definition of a king and a tyrant; memorize one proverb on rule

Pacing | By Week

Day	Focus	Homework
Monday	What is a king? What is a tyrant?	Reflect: “What gives a man the right to rule?”
Tuesday	Rule after Rome: chaos, tribe, and the Church	Create a list of what makes a ruler worthy of loyalty
Wednesday	Biblical kings and tyrants: Saul, David, Ahab	Write a reflection on the good and bad qualities of these kings.
Thursday	Defintions of authority & justice	None
Friday	EoC: “What happens when Kings fail?”	None

Teacher Tips

Begin with the soul: *Open the week by asking not “What does a ruler do?” but “What kind of man should a ruler be?” Let students see that kingship is first a moral question, not a political one.*

Use tension, not answers: *Do not resolve the question too quickly. Let students sit with the discomfort between a noble king and a clever tyrant. Use this tension to sharpen discernment and build historical curiosity.*

Anchor in Scripture and wisdom: *Read 1 Samuel 8 aloud. Invite students to compare the warnings given by God to the desires of the people. Introduce short reflections from Proverbs, St. Thomas Aquinas, and Aristotle on justice, strength, and rule.*

Make comparisons vivid: *Offer historical or literary pairings—Charlemagne and Napoleon, David and Ahab, Alfred the Great and Attila the Hun. Ask: Who ruled more justly? Who would you follow?*

Connect to personal experience: *Ask students to name someone they have admired in authority—a teacher, parent, coach, or priest. What made their leadership good? Was it strength? Mercy? Order? Sacrifice?*

Return to the logos often: *Repeat the questions of the year often: What makes a king? What makes a tyrant? Let the class see that every historical moment is a test of these ideas.*

End with reverence: *Remind students that history is not merely about rulers, but about rule—how we govern others, and how we govern ourselves. To study kingship is to prepare for responsibility.*



Appendix

Essays In This Course...

Each of the three major essays in this course will follow the structure and spirit of our Classical Writing Curriculum at Our Lady of the Rosary. Students are expected to write with clarity, order, and persuasive force, employing the Classical Oration form:

- Exordium – The introduction that gains attention and builds ethos
- Narratio – Background/context, statement of facts/narration of events
- Divisio – Outline of major arguments
- Confirmatio – 3 Proofs & Sub-Proofs (body paragraphs)
- Refutatio – Address and refute opposing arguments
- Peroratio – The conclusion: moving the heart, restating the truth

Each essay must be a minimum of 2 full pages, with a cover page.

Prompt I | Persuasive

Defend the person that is the ideal king.

Objective: Students will craft a persuasive essay defending one historical figure as the ideal king, drawing on evidence from their leadership, character, legacy, and relationship to justice. The essay should demonstrate moral reflection, historical knowledge, and classical reasoning, using comparisons to both virtuous kings and known tyrants. Students must argue not only what their chosen figure did, but who he became—and whether he ruled under a higher law.

