

AS and A LEVEL

Delivery Guide

H105/H505

Accredited

HISTORY A

Theme: Charlemagne

October 2014



We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

Copyright © 2014 OCR. All rights reserved.

Copyright

OCR retains the copyright on all its publications, including the specifications. However, registered centres for OCR are permitted to copy material from this specification booklet for their own internal use.

Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered company number 3484466.

Registered office: 1 Hills Road
Cambridge
CB1 2EU

OCR is an exempt charity.

CONTENTS

Introduction	Page 4
Curriculum Content	Page 5
Thinking conceptually	Page 7
Thinking contextually	Page 10
Learner Resources	Page 19



Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

KEY



Click to view associated resources within this document.



Click to view external resources



AS Level content only



Curriculum Content

Content (from A-level)

Rather than demanding assessment of a wider chronological period, this topic enables learners to gain an insight into the early medieval world through an in-depth study of one ruler, Charlemagne. 'Charles the Great' was hailed by contemporaries, later rulers and historians as the 'father of Europe' and a study of his achievements and limitations makes compelling reading for all learners whether preferences tend to lie with medieval or modern history. In an age which is commonly referred to as 'dark' and 'barbaric', the extent of Charlemagne's conquests as well as his political, religious and cultural reforms cannot be disputed. Learners will be able to analyse the motives, actions and effects of Charlemagne on much of what is now western Europe through considering the Frankish empire as a whole as well as analysing regional differences and characteristics which shaped the development of areas falling within modern-day France, Germany, Italy, Spain and the Balkans. However, it is only through gaining an overview of the development of early medieval thought, faith and kingship that Charlemagne's place in history can be fully appreciated. Thus, chronological and conceptual awareness of the defining features of the late antique and early medieval world will be needed as a foundation from which to make a full assessment of Charlemagne.

Overall, the study topic gives learners the opportunity to study continuity and change within a closely defined period thus allowing them to engage with the complex narratives, sources and romanticism which have become so essential to any historical study of Charlemagne. It works well alongside the study of other early medieval topics such as the Anglo-Saxons and the Vikings as well as later medieval or early modern themes such as the Renaissance or the Ascendancy of France. It also provides a firm basis in medieval history and the nature of scholarship from which learners can embark on more independent learning. Alternatively, Charlemagne is also uniquely linked to modern historical themes due to the inspiration he has provided to figures such as Napoleon or his appeal to nationalist sentiments. Therefore, themes based on modern France or Germany would be natural combinations alongside potential research for coursework topics on historical events which shaped 20th century Europe. That the name of a medieval king has been given to an EU competition in which learners can participate is testament to Charlemagne's enduring inspiration and relevance as an historical topic.



Curriculum Content

As general guidance, learners should have studied the following:

- The motives, aims and nature of war and conquest under Charlemagne as encompassed in campaigns against the Saxons, Frisians, Avars, Lombards, Slavs and Muslims; the impact of defeats such as the Battle of Roncevaux; methods of warfare and the significance of events such as the siege of Pavia, massacre at Verden, the destruction of the Saxon Irminsul and Avar ring; the impact of increased religious fervour from the 780s onwards
- The nature, purpose and extent of administrative, legal, economic, religious and social policies; the use of capitularies, conciliar decrees, counts and *missi dominici*; the importance of the Church to effective government; the significance of specific reforms such as the *Admonitio Generalis*, programmatic capitulary and revision of Salic Law
- The key features and reasons for the Carolingian Renaissance; the role of monasteries and schools such as Metz, Soissons and St.Gall ; Gregorian chant, Caroline minuscule and the revival of classical texts; Byzantine and pre-Romanesque architecture; courts at Frankfurt, Aachen, and Paderborn; the significance of the work of individuals such as Alcuin, Einhard, and Paul the Deacon; the extent of a cultural revival
- The developing nature of Charlemagne's kingship and the impact of the imperial coronation in 800; relations with Byzantium; the *Divisio*, death of his sons and role of Louis; consolidation or decline in later years; the extent of Charlemagne's success as king and emperor

Recommended texts are:

A.Barbero	Charlemagne: Father of a Continent (2000)
P.D.King	Charlemagne (Routledge 1986)
R.McKitterick	The Frankish Kingdoms under the Carolingians (1983)
H.Williams	Emperor of the West (2010)



Thinking Conceptually

The Period Studies unit requires learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. Learners will be required to recall, select and deploy appropriate knowledge and communicate this clearly and effectively within focussed and essay-based questions. They will also be expected to demonstrate an ability to explain, evaluate and analyse the relationships between key features of the period studied in order to reach substantiated judgements. At times, this will involve the need to identify elements of progression and stagnation or the need to focus on key individuals and turning-points. A learner's ability to achieve this will be greatly enhanced by exposure to a variety of resources: primary sources in accessible translation, secondary extracts and historical interpretations.

An essential element of any teaching course on Charlemagne and the early Carolingian Empire is that learners acquire a basic grounding in the concepts and key events which shaped the 'Dark Ages' or early medieval world. This need

not be extensive initially and understanding will inevitably grow throughout a teaching course, whether through directed teaching activities or a process of 'flipped learning'. However, as an introduction, adequate provision of time and resources to encourage learners to see the 'bigger picture' is recommended. A clear chronological overview of developments in western Christendom from the fall of the Roman Empire to the 9th century will be extremely helpful in terms of grasping geographical and historical terms relevant to early medieval history whilst avoiding the potential pitfalls of anachronistic reference to modern concepts. Ultimately, it will enable a firmer understanding of the nature of medieval kingship and the significance of Charlemagne in his historical context. Visual and interactive resources, repetition and research-based exercises will provide an enjoyable entry into medieval studies and provide opportunity for activities involving empathy as well as analysis.



Thinking Conceptually

Although not an exhaustive list, the following terms may prove problematic:

Carolingian Renaissance	A term coined by later historians which refers to the ' <i>renovatio</i> ' or cultural revival initiated by Charlemagne but which is applied to the whole period of Carolingian rule beyond his reign.
The Franks	A general reference to a barbarian group which encompasses various peoples such as the Salians and Ripuarians, from which the Merovingian and Carolingian dynasties originate.
Aachen	Otherwise referred to in French as Aix-la-Chapelle.

In addition, learners will need to have a sound understanding of the following terms relating to the early medieval period:

- Basileus
- Sacral kingship
- Heresy
- Orthodoxy
- Apostasy
- Iconoclasm
- Arianism
- Hegemony
- Fealty
- Vassalage
- Capitulary
- Episcopal
- Paleography
- Hagiography
- Dialectics
- Synod



Thinking Conceptually

Given the nature of medieval history, source analysis inevitably provides a key entry into the topic enabling learners to engage with both the narrative of events as well as the context in which Carolingian scholars wrote. A study of Charlemagne would not be complete without reading the work of Einhard and this is therefore a recommended core text to dip into at regular intervals. Equally, there is ample opportunity to stretch learners to consider historical interpretations. Whether teachers are modernists new to medieval history or medievalists new to teaching Charlemagne, there are a number of useful resources available for personal preparation or use within the classroom. The following recommended resources contain useful glossaries, texts or introductions to the study of medieval history, thought, art or writing:

Open Yale Courses (Professor Freedman)

Lectures 19 and 20 provide introductions to cover the Carolingian period: <http://oyc.yale.edu/history/hist-210/lecture-19#transcript>

Fordham University (Halsall)

A reference page for the Carolingian period with useful links to primary sources <http://www.fordham.edu/Halsall/sbook1h.asp>

Department of Rare and Manuscript Collections (Cornell University)

Online exhibition on the evolution of the medieval book <http://rmc.library.cornell.edu/medievalbook/default.htm>

Medieval Writing (Dr J. and Dr D. Tillotson)

Contains an overview of the development of medieval writing and an introduction to palaeography with glossaries and examples of Caroline minuscule <http://medievalwriting.50megs.com/scripts/examples/carol5.htm>

Glossary of terms <http://medievalwriting.50megs.com/glossary2.htm>

Saint Peter's Abbey of Solesmes

An explanation of Gregorian Chant and liturgical terms <http://www.solesmes.com/GB/gregorien/hist.php>



Thinking Contextually

ACTIVITIES

To differentiate between the aims of developing knowledge, explanation and analysis, teachers might consider 'how' reading material is used and 'when' specific events or arguments should be highlighted. The same reading material or resource can be used for different purposes. Resource Sheet 1 provides the opportunity to introduce, test or extend knowledge. Resource Sheets 2 and 3 provide a variety of primary source extracts and historians' interpretations which could be used to discuss any of the key issues. The Activity Sheets can be adapted to view Charlemagne's kingship holistically (for breadth) or can be used to focus on specific features, key issues, regions or defined periods (for depth).

The following suggested activities are centred on acquiring, consolidating and challenging learners' contextual understanding to develop their ability to **select and deploy knowledge** through **explanation** and **analysis**.

Sequencing provides the means to introduce, discuss and assess selected factual details.

Dialectics helps to develop analytical thinking, contextual understanding and skills of argument.



Thinking Contextually

Activities	Resources
<p>Stage 1 – Acquiring Knowledge</p> <ol style="list-style-type: none">1) Introduce the extent of Charlemagne's conquests and range of topics to be studied using a written introduction, short video clip and map of the Frankish empire.2) Emphasise the need to identify developments prior to Charlemagne in order to understand his motives, aims, actions and historical significance. Why is he regarded as 'great' and what is the connection with Rome?3) Students label the timeline on Activity Sheet 1.1 with the 4th, 5th and 6th centuries. Label a second sheet with 7th and early/mid 8th centuries and a final stage being 771-814 (Charlemagne's sole kingship).4) Following research, students record historical names and events relevant to each century or period (right-hand box), annotating to geographic locations (map) where relevant. Individuals or student groups could focus on different regions such as the Germanic lands, Italy and Spain presenting their findings to others.5) Additional resources: map of barbarian migrations and Shepherd's historical map.	



Thinking Contextually

Activities	Resources
<p>Internet Resources:</p> <p>Hyperhistory Useful maps and links to biographies http://www.hyperhistory.com/online_n2/civil_n2/hist_4.html</p> <p>University of Texas Library: Contains links to European historical maps such as those of Shepherd (1926) http://www.lib.utexas.edu/maps/historical/history_europe.html</p> <p>Mapping History (University of Oregon) Useful interactive maps spanning the end of Rome, barbarian invasions and medieval period. http://mappinghistory.uoregon.edu/english/EU/EU17-03.html</p> <p>Dr.Knox (Boise State University) Various lectures on the Carolingians and useful links http://europeanhistory.boisestate.edu/westciv/charles/</p> <p>Khan Academy Two video clips on Charlemagne by Dr. Beth Harris & Dr Steven Zucker http://www.khanacademy.org/humanities/history/ancient-medieval/medieval/v/charlemagne-an-introduction</p>	<p>Click here to view resource</p>



Thinking Contextually

Activities	Resources
<p>Stage 2 – Developing Understanding</p> <ol style="list-style-type: none">1) Reinforce student understanding of the early medieval period through watching Weber's Western Tradition series (Episode 18).2) Test whether students can remember when specific events occurred. In pairs, students put 'sequencing' cards (Resource Sheet 1) in chronological order using only those events prior to Charlemagne's reign. Dates have been deliberately omitted with the aim of encouraging enquiry and research to 'work out' the correct order and discover the dates.3) Use alongside Activity Sheet 1.1 either for completion or reinforcement.4) Discussion points: Which events helped the early Carolingians gain power? Which ones may have influenced Charlemagne's attitude and beliefs? Which regions formed part of the Frankish kingdom and Charlemagne's inheritance?5) Now issue the remainder of the 'sequencing' cards including Charlemagne's reign. Adapt them to suit varying levels of knowledge and ability using colour-coding or removing/adding details before supplying the narrative and testing chronological understanding. <p>Resource References:</p> <p>Annenberg Learner E Weber's Western Tradition series (Episode 18 Age of Charlemagne) http://www.learner.org/resources/series58.html?pop=yes&pid=835#</p>	



Thinking Contextually

Activities	Resources
<p>Stage 3 – Explanation and Analysis</p> <ol style="list-style-type: none"> 1) Students divide the 'sequencing' cards into two columns attempting to match previous events with those within Charlemagne's reign from 771 onwards (not necessarily pairs). For example, this might trace regional developments (e.g. issues with Saxony) or identify similarity in terms of development of behaviour or thought. Overall, the aim is to analyse whether there is precedent for the events which occurred. Were Charlemagne's actions, interests or involvement in events a natural development from previous events? Did his actions mimic that of other Carolingians before him or were they different due to his personality or other factors? 2) Use Activity Sheet 1.1 to record events focussing on specific regions or issues (e.g. Lombardy or methods of government) within three periods such as 'before Charlemagne', 'from 768 or 771 onwards' and '800-814'. This should draw out a variety of issues in term of explaining causation and encouraging analysis. 	
<p>Dialectics: Being Frank</p> <p>The following activities have varied aims and potential outcomes but all link back to skills of 'argument' whether relating to the Carolingian Renaissance or the nature of Charlemagne's kingship. On one level, the activities provide a basis for understanding the cultural revival through an engagement with the style of scholarship and debate typical of the Carolingian period. This naturally leads to an opportunity to analyse the use and limitations of primary sources whilst also increasing students' knowledge of the nature of the cultural revival as well as Charlemagne's actions. Alternatively, the suggested activities aim to develop students' own skills of argument required for defending a specific viewpoint within an essay. This intentionally focusses on the debate regarding the extent to which Charlemagne was inspired by the religious foundations of medieval thought derived from St Augustine's 'City of God'. The arguments analysed can be applied to varying key issues and essay questions. Finally, there is also opportunity to extend the activities to enable consideration of historical interpretations.</p>	



Thinking Contextually

Activities	Resources
Stage 1: The <i>Vita Karoli</i>	
Prologue	
<ol style="list-style-type: none">1) Activity Sheet 2.1 can be introduced without any prior depth of knowledge of Charlemagne or the Carolingian Renaissance, as a way of exemplifying the type of scholarship existing in the 9th century. As an 'empathy' exercise, students can be challenged to become 'copyists', using previous work on Charlemagne, such as Einhard, as a basis for their own. Teachers can set a 'date' such as the late 9th century and even assign a particular monastery as a potential scenario. Encourage students to get into the spirit of the age by 'copying' material.2) Through basic research into the sources of information available to monks and scholars at the time (inventory), students will understand the development of medieval writing, manuscripts and thought whilst becoming aware of the key centres of Carolingian learning and the texts used by scholars at the time.3) Reinforce understanding by watching a short video.	
Resources references:	
Fordham University (Halsall) Einhard's <i>Life of Charlemagne</i> (full text) http://www.fordham.edu/halsall/basis/einhard.asp	
Khan Academy Charlemagne and the Carolingian Revival video with links to SmartHistory http://www.khanacademy.org/humanities/history/ancient-medieval/medieval/v/charlemagne-and-the-carolingian-revival	



Thinking Contextually

Activities	Resources
<p>Extension</p> <ol style="list-style-type: none">1) The activity can be extended beyond the writing of a prologue or proposal. 'Chapters' could be written at regular intervals throughout the course as each key issue is studied. The final 'life' of Charlemagne which is created would remain within the realms of empathy presented from a 9th century copyist's perspective. Additionally, if individual students are deliberately given a different selection of primary sources to use, this could lead to discussion and comparison of the alternative versions produced, the extent of copying and so on.2) Assessment of primary sources on Charlemagne can be extended with an essay comparing Einhard and Notker's <i>Lives</i>.3) In terms of reinforcing knowledge and understanding of the Carolingian Renaissance and Charlemagne's involvement, the following resources might be useful: <p>Fordham University (Halsall) List of hagiographical resources from the Carolingian period with links to texts http://www.fordham.edu/halsall/sbook3.asp#carolingian</p> <p>Bibliothèque Nationale de France Exhibition http://expositions.bnf.fr/carolingiens/expo_us/salle1/index.htm</p> <p>Heilbrunn timeline of art, Metropolitan Museum of Art Article, visual images and links http://www.metmuseum.org/toah/hd/caro/hd_caro.htm</p> <p>Victoria and Albert Museum Brief article and short video clip on Charlemagne and Aachen http://www.vam.ac.uk/content/articles/c/charlemagne-and-aachen/</p>	<div>Click here to view resource</div>

Thinking Contextually

Activities	Resources
Stage 2: De Civitate Dei	
Introduction	
<ol style="list-style-type: none">1) Apart from having a general understanding of the Dark Ages, students will need some basic guidance into the context and meaning of St. Augustine's 'City of God' before considering Resource Sheet 2. Extracts from the work of Figgis as well as primary source extracts might be useful to give an outline.2) Students read the sources on Resource Sheet 2. Discuss what they imply about the inspiration offered by Augustine's work and what that meant to Charlemagne. In what way did Charlemagne's actions reflect an attempt to emulate Augustine's thought? How can the events of the time support such an argument?3) Complete Activity Sheet 2.2 identifying the key features and events which support the view that Charlemagne was religiously motivated and inspired by Augustine's vision of the City of God. Discuss whether he can be regarded as having achieved his aim either wholly in terms of kingship or with regards to particular aspects of his rule.	
Resource References:	
Fordham University (Halsall) Extracts from Augustine's De Civitate Dei http://www.fordham.edu/halsall/source/aug-city2.asp	
The 'De Civitate Dei' in the Middle Ages (J.N.Figgis) Chapter 5 of Figgis' book The Political Aspects of St. Augustine's City of God (1921) provides an interesting analysis of medieval thought directly related to Charlemagne http://www.sacred-texts.com/chr/pasa/chap05.htm	



Thinking Contextually

Activities	Resources
<p>Developing Argument</p> <ol style="list-style-type: none"> 1) Extend analysis of Charlemagne's motives and actions to reinforce understanding of the overlap between religious and political beliefs. Remind students that the purpose is still to 'argue' and 'defend' the view that he was inspired by Augustine - this is an exercise to help students to explain, evaluate and support an argument with evidence. 2) Students complete copies of Activity Sheet 2.2 focussing on one region only at a time as a way to deepen their level of argument and use of evidence while considering various key issues. 3) This should lead to debate over whether his actions reflect this in some regions more than others or whether there was a change in emphasis over time. Is it more relevant when regarding his attitude towards the Saxons? Was there a change by the 780s? Were his actions a result of direct inspiration, Charlemagne's personality or heavy influence from Alcuin? 	
<p>Counteracting Arguments</p> <ol style="list-style-type: none"> 1) At this stage, introduce students to Resource Sheet 3 with alternative interpretations on the concept of the 'City of God' and Charlemagne's kingship. 2) Encourage debate of the following questions: In what way might it be said that Charlemagne diverged from Augustine's meaning? Was this in accordance with Alcuin? What do the sources imply about Charlemagne's personality, the convergence of influences or his personal interests? Does this make sense when considering the context and time in which he lived? Can it be proved with examples? 3) Link discussion back to previous 'sequencing' activities to analyse the strands of thought and precedent which shaped Charlemagne's kingship. 4) By now, students should be able to apply the arguments to various key issues. Their understanding of the intertwining of religious and political aspects will help them tackle a range of essays. For example: 'Assess the view that Charlemagne wanted to promote learning primarily because of his Christian convictions.' 	



Activity Sheet 1.1 The Process and Characteristics of Development and Change

Timeline/Date



Activity Sheet 2.1 *Vita Karoli*

The Proposal: *Vita Karoli*

Dear Brethren,

The Abbot of Fulda has issued an open invitation to produce a 'life' of Charlemagne. To win the commission, both erudition and literary skill will need to be displayed in form of an outline proposal.

The following should be presented:

- 1. A list of the locations and characters to be referred to in your biography.**
- 2. A proposed contents page outlining the structure of your work, identifying key events or aspects of his reign to be recorded for posterity.**
- 3. An itemised list of all literary works currently at your disposal and those elsewhere which you aim to gain access to (name, title, date and location).**
- 4. A draft prologue displaying your literary style.**

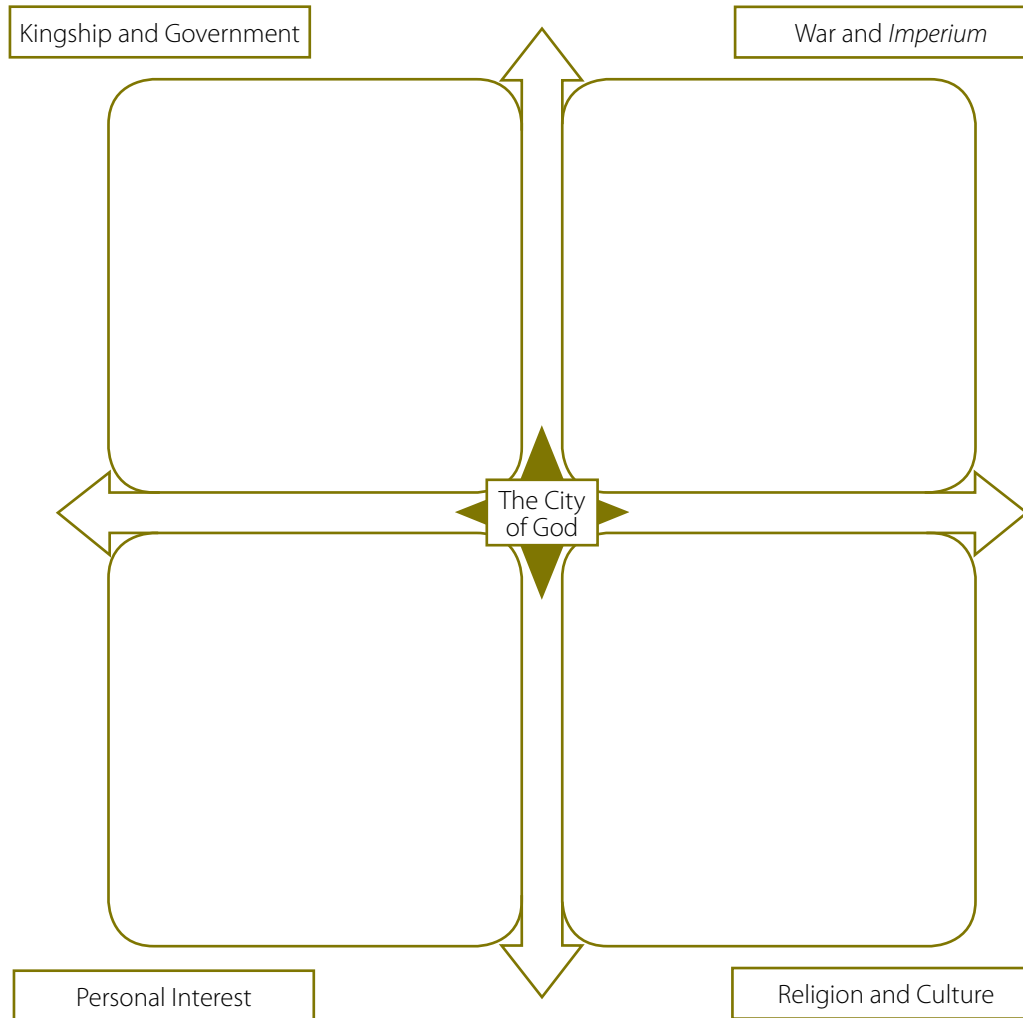
This must be delivered first-hand to me by Vespers next Friday.

On Monday following our weekly Chapter, we will debate and analyse the strengths of each and every proposal before nomination and submission to the Abbot of Fulda.

Pax Christi

Activity Sheet 2.2 Charlemagne and the 'City of God'

Date/Location: _____



Resource Sheet 1

Previous events	Charlemagne's reign (from 771)
Battle of Vouillé - Clovis defeats the Visigoths	Fall of Huesca
Battle of Tertry – Pepin II defeats Neustria becoming 'mayor' for all 3 regions	Defeat at Roncescalles
Blood Court at Cannstatt – Carloman's massacre of the Alamanns	Massacre at Verden
The rule of St.Benedict and foundation of Monte Cassino	Destruction of the Avar ring
Concilium Germanicum – led to the foundation of the Abbey of Fulda	Synod of Frankfurt
Fall of Ravenna to the Lombards – ends Byzantine dominance in north of Italy	Siege of Pavia
Marriage of Pepin III to Bertrada	Baptism of Charlemagne's son by Hildegard (Pepin) in Rome by Pope Hadrian
Consecration of Pepin III by Pope Stephen II	Pope Leo III's coronation of Charlemagne as Emperor in Rome
Boniface given the mission of converting the Germans by Pope Gregory II	Saxon burning of the church at Fritzlar
Battle of Poitiers (Tours) – defeat of the Umayyads by Charles Martel	<i>Admonitio Generalis</i>
Succession of Carloman and Charlemagne as joint rulers of the Frankish kingdoms	Destruction of the Saxon Irmunsul
Revolt of Hunald	Widukind's uprising and Saxon rebellion (783)
The fall of Rome to the Visigoths	<i>Marchfeld</i> at Paderborn
Constantine's conversion to Christianity and the Council of Nicea	Capitulation of Benevento
The Theodosian Code	Programmatic capitulary
Salic Law	Peace with the Danes
The death of Duke Odilo of Bavaria	The Avar offensive (788)
The <i>History of the Franks</i> by Gregory of Tours	Thuringian revolt (786)
Isidore of Seville's <i>Etymologiae</i>	The Saxon campaign of 797
St.Augustine's ' <i>De Civitate Dei</i> '	The work of Einhard

Resource Sheet 2

Extracts from Einhard, *Life of Charlemagne*

"During his meal he would listen to a public reading or some other entertainment. Stories would be recited for him, or the doings of the ancients told again. He took great pleasure in the books of Saint Augustine and especially in those which are called *The City of God*." (Book 3: 24)

"Charlemagne practised the Christian religion with great devotion and piety, for he had been brought up in this faith since early childhood. This explains why he built a cathedral of such great beauty at Aachen, decorating it with gold and silver, with lamps, and with lattices and doors of solid bronze. He was unable to find marble columns for his construction anywhere else, and so he had them brought from Rome and Ravenna." (Book 3: 26)

Alcuin's letter to Charles, August 799

"Divine grace has enriched you in extraordinary fashion with these two gifts, dominion [*imperium*] of earthly felicity and breadth of spiritual wisdom, that you may advance in both until you attain the felicity of eternal bliss. Spare your Christian people and defend Christ's churches, that the blessing of the heavenly king may make you strong against the pagans. It is read that one of the poets of old, when singing, if I remember aright, of the fame of the emperors of the Roman Empire [*regnum*] declared what qualities they ought to have, uttering the words 'to spare the subject and war down the proud'. The blessed Augustine expounded this line with much praise in his book *The City of God*. But it is gospel precepts rather than Virgilian verses which we ought to heed. For the Truth Himself says: 'Blessed are the merciful for they shall obtain mercy' (Matt 5:7); and elsewhere: 'be merciful, as your heavenly father is merciful' (Luke 6:36)."

[From P.D.King, *Charlemagne: Translated Sources* (1987), Doc 20, p. 323]

Extract from W. Ullmann, *The Carolingian Renaissance and the Idea of Kingship: The Birkbeck Lectures* (Routledge 1969)

"The ecclesiological theme, embraced as it was by the Carolingians as a governmental programme, may be said to be an amalgam of ancient Christian, patristic and early medieval doctrines relative to the idea of the Church. As such the theme itself constituted a firm and secure link with not only the Rome of Christian persuasion, but above all with the more distant past, notably with that portrayed in the Bible. In order to understand the remarkable changes and repercussions which the application of the ecclesiological theme entailed, it is as well to bear in mind that the first impetus originated in the royal quarter. But the earlier development in Christian Gaul and the more recent development north of the Alps, engendered as they were by the missionary and subsequent organisational work of St. Boniface, provided a highly suitable framework for the deployment of ecclesiological principles in Frankish society. The idea of the Franks as the '*populus Dei*' or as '*christianitas*' greatly facilitated the correlative adoption of the idea of the city of God which for the Carolingians was nothing else but the concrete manifestation of the Church"

Adapted from P.D. King, *Charlemagne* (1986)

"Charlemagne was much more than a great warrior and conqueror. His educational endeavours and his fostering of intellectual life were manifestations of his driving passion; to create a truly Christian society. Harmony, order and justice, the constant themes of his capitularies, were pursued with such zeal because in Charlemagne's conviction they were what God, by entrusting him with government, had charged him to attain."



Resource Sheet 3

What Alcuin wrote on the *imperium christianum* was by no means an expression of purely personal ideas. Rather it shows the kind of thoughts Charles' friends were experimenting with during the years that preceded the imperial coronation. Alcuin himself, of course, though not a politician, did not confine his attention to 'purely religious' matters without political significance, for in those times religion and politics were not clearly distinct. Alcuin was not trying to persuade his master to erect a 'city of God'; nor was he trying to direct his attention away from political realities to the 'visible-invisible' kingdom of Christ, which was to be an '*imperium christianum*' of peace and justice, linking this world to the next. Charles had without doubt read Augustine's *De Civitate Dei*; but he must also have realised of how little practical use its theories were for a Christian ruler. Augustine had written about the community of the righteous in heaven and on earth and had contrasted that community with that of the evil citizens dedicated to the earth and the devil, a community which embraced even corrupt Christians. Alcuin's thoughts were hardly concerned with such unpolitical and purely ethical notions. To him the criterion that distinguished friend from foe was not the inner attitude of a man but the formal act of baptism by which men chose their master. For him, Christendom was the sum total of all the baptised. The pagans constituted the opposition and there was no need to mention that, in contrast to good Christians, the pagans were evil. Such a conception is almost diametrically opposed to that of Augustine."

H.Fichtenau, *The Carolingian Empire: The Age of Charlemagne* (1964)

"Charlemagne was not just a conqueror and emperor who patronised learning, though none of these labels can actually be discarded. His own personality has remained elusive. Even with Einhard's help, it would not have been possible to present this account of his reign as a biography. Yet the effect of Charlemagne's emphasis on Christian Latin learning and Christian orthodoxy, taken up by Franks and peoples newly incorporated into the Frankish realm alike throughout his realm, was to align the whole of Carolingian Europe to Rome. His insistence on the Roman, Christian and Merovingian past, in all its complexity, as the foundation for the style of rulership, law, communications and culture of his kingdom, was the essential element of the formation of the political and cultural identity of the peoples whom he ruled within the present. Culture, religion, law and the written text were intrinsic to the exercise and maintenance of political power. As it turned out, these were his most lasting legacies."

R. McKitterick, *Charlemagne: The Formation of a European Identity* (2008)





We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2014 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk



For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.

©OCR 2014 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.
Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.