

The Mythical, Magical, Middle Ages...NOT!

Grade Level or Special Area: 4th Grade

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Length of Unit: Nine lessons, approximately 25 days or 31 hours, approximately one hour per day

I. ABSTRACT

This unit is intended to teach fourth graders about the required *Core Knowledge Sequence* topic involving Europe in the Medieval Ages and the required literature set in the Medieval Ages. From the fall of the Roman Empire to the time leading up to the Renaissance, the students will be submerged in activities involving simulations, a variety of literature studies, and writing activities. This integration of subject areas will be reinforced using a plethora of center activities, as well as individual and group projects.

II. OVERVIEW

A. Concept Objectives

1. Students understand how the beliefs of people are reflected in the celebrations and practices of their communities. (Colorado History Standard 4.6B)
2. Students recognize how to use the processes and resources of historical inquiry. (Colorado Standard 2)
3. Students understand a greater number of the elements of culture and how many of them are shaped by the geography of the regions where people live. (Colorado Geography Standard 1-4.4.2A)
4. Students recognize literature as an expression of human experience. (Colorado Standard 2)

B. Content from the *Core Knowledge Sequence*

1. Fourth Grade History and Geography: World History and Geography: Europe in the Middle Ages (p. 91)
 - a. Background
 - b. Geography Related to the Development of Western Europe
 - c. Developments in History of the Christian Church
 - d. Feudalism
 - e. The Norman Conquest
 - f. Growth of Towns
 - g. England in the Middle Ages
2. Fourth Grade Language Arts: Fiction (p. 89)
 - a. Stories
 - i. *Robin Hood*
 - ii. *St. George and the Dragon*
 - b. Myths and Mythical Characters
 - i. Legends of King Arthur and the Knights of the Round Table

C. Skill Objectives

1. Students will identify the continent of Europe on a map.
2. Students will locate geographic features on the continent of Europe.
3. Students will locate and name the tribal origins of Europe.
4. Students will research and present a project on a tribe of Europe.
5. Students will compare and contrast two topics/ideas.
6. Students will recreate the Feudal System pyramid from memory.

7. Students will form opinions about their role in the Feudal System and the Feudal System in general.
8. Students will recall the steps to becoming a knight.
9. Students will plan and write a well-organized essay.
10. Students will recall character traits of people from the Medieval Ages and organize the information using an Important Person Web.
11. Students will learn how to use subheadings as a research technique.
12. Students will learn how to debate a controversial issue.
13. Students will identify a variety of literary elements of story.
14. Students will compare and contrast two books told from two different perspectives.
15. Students will write character descriptions.
16. Students will use context clues to discover definitions of unknown words.
17. Students will compare the actions of the story's protagonist to the code of chivalry.
18. Students will identify unknown words and research definitions and synonyms.
19. Students will work cooperatively in a group.
20. Students will identify the plot of a reading selection.
21. Students will connect a historical fiction piece to real live history.
22. Students will identify the scene and illustrate it for a reading selection.
23. Students will identify conflicts and their solutions for a reading selection.
24. Students will identify correct answers to matching and multiple-choice questions.
25. Students will list correct responses to short answer questions.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Pearson Learning Core Knowledge History and Geography Level Four*, by Pearson Education, Inc.
 2. *Pearson Learning Core Knowledge History and Geography : Europe in the Middle Ages Teacher's Guide*, by Pearson Education, Inc. (recommended)
 3. *What Your 4th Grader Needs to Know* by E.D. Hirsch, Jr.
- B. For Students
 1. Students will have prior knowledge of the seven continents and their locations.
 2. Students will have previous knowledge about the fall of the Roman Empire from studying it in third grade.
 3. Students will already know how to research for information.
 4. Students will understand how to write a well-organized five point written paragraph.

IV. RESOURCES

- A. *Pearson Learning Core Knowledge History and Geography Level Four* by Pearson Education, Inc.-a class set is preferable, but at least one copy is needed for the teacher (Lessons One, Two, Three, Four, and Five)
- B. Life in the Middle Ages: Social Structure in the Middle Ages Video (Lesson Four)
- C. Life in the Middle Ages: The Knight Video (Lesson Four)
- D. Life in the Middle Ages: The Noble Video (Lesson Four)
- E. Life in the Middle Ages: The Serf Video (Lesson Four)
- F. Life in the Middle Ages: The Doctor Video (Lesson Four)
- G. Life in the Middle Ages: The Merchant Video (Lesson Four)
- H. Life in the Middle Ages: The Monk Video (Lesson Four)

- I. If videos are not available find a wide variety of books on the Middle Ages; here are some suggestions (Lesson Four):
1. *Pearson Learning Core Knowledge History and Geography Level Four*
 2. *Usborne World History: Medieval World* by Jane Bingham
 3. *The Usborne Time Traveller: Knights and Castles* by Judy Hindley
 4. *Knights and Castles* by Avery Hart and Paul Mantell
 5. *Usborne Starting Point History: What were Castles For?* by Phil Roxbeecox
 6. *The Medieval World* by Philip Steele (pp. 16 and 17 for heraldry)
 7. *Castles* by Philip Steele
- J. A version of *Robin Hood* (suggestions are *Robin Hood* (Core Classic) by J. Walker McSpadden, *Robin Hood of Sherwood Forest* (Scholastic Junior Classics) by Ann McGovern, and *The Three Musketeers/Robin Hood* (CD) as told by Jim Weiss) (Lesson Six)
- K. *The Forest Wife* by Theresa Tomlinson (Lesson Six)
- L. *St. George and the Dragon* retold by Margaret Hodges-one copy for the teacher or a copy for each student (Lesson Seven)
- M. CD-King Arthur and His Knights as told by Jim Weiss (Lesson Eight)
- N. *Matilda Bones* by Karen Cushman-five copies (Lesson Eight)
- O. *The Castle in the Attic* by Elizabeth Winthrop-five copies (Lesson Eight)
- P. *Knights of the Round Table* adapted by Gwen Gross-five copies (Lesson Eight)
- Q. *The Door in the Wall* by Marguerite de Angeli-five copies (Lesson Eight)

V. LESSONS

Lesson One: All Roads No Longer Lead to Rome (three days, each day approximately one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a greater number of the elements of culture and how many of them are shaped by the geography of the regions where people live.
 2. Lesson Content
 - a. Background
 - i. Beginning about A.D. 200, nomadic, warlike tribes began moving into western Europe, attacking the western Roman Empire; city of Rome sacked by Visigoths in A.D.410, The Huns: Attila the Hun
 - ii. Peoples settling in old Roman Empire included Vandals, Franks in Gaul, Angles and Saxons.
 - iii. The “Middle Ages” are generally dated from about A.D. 450 to 1400. Approximately the first three centuries after the fall of Rome are sometimes called the “Dark Ages”.
 - b. Geography Related to the Development of Western Europe
 - i. Rivers: Danube, Rhine, Rhone, and Oder
 - ii. Mountains: Alps, Pyrenees
 - iii. Iberian Peninsula: Spain and Portugal, proximity to North Africa
 - iv. France: the region known as Normandy
 - v. Mediterranean Sea, North Sea, Baltic Sea
 - vi. British Isles: England, Ireland, Scotland, Wales; the English Channel

3. Skill Objective(s)
 - a. Students will identify the continent of Europe on a map.
 - b. Students will locate geographic features on the continent of Europe.
 - c. Students will locate and name the tribal origins of Europe.
 - d. Students will research and present a project on a tribe of Europe.
- B. *Materials*
1. *Pearson Learning Core Knowledge History and Geography Level Four* (one copy for the teacher-this can be obtained from Pearson Education, Inc.)
 2. An overhead projector
 3. A classroom size world map or map of Europe today
 4. Dry erase board, chalk board, or something to write on that the students can see
 5. Several dark colored vis-à-vis markers
 6. Light colored butcher paper (five 3 foot by 3 foot pieces or one per group)
 7. Unit Preparation Materials for Teachers (Appendix A)
 8. Timeline Dates-prepared for the timeline (Appendix B1)
 9. The Roman Empire (Appendix C) prepared as a transparency
 10. KWL Chart
 11. Invading Tribes Research (Appendix D1-five or one for each group)
 12. Invading Tribes Project (Appendix D2-five or one for each group)
 13. Glue, crayons, markers or colored pencils, scissors, and pencils (any materials students choose to use for their center activity)
 14. Invading Tribes Quiz (Appendix D3) (one for each student)
 15. Invading Tribes Quiz Answer Key (Appendix D4) (one for teacher reference)
- C. *Key Vocabulary*
2. Tribe-group organized by traditions
 3. Vandal-one who destroys property
 4. Barbarian-uncivilized person
 5. Invade-enter forcefully
 6. Conquer-defeat
- D. *Procedures/Activities*
1. **Please refer to Unit Instructions for Teachers (Appendix A) before beginning this unit.**
 2. **Day One (one hour):** Using a KWL Chart (see Appendix A) ask the students to tell you what they already know about Europe in the Middle Ages. To help them you might want to ask questions such as, “What are some things that happened during this time? What were the people like? Where did they live?” As the students give you information write each thing down under the first column, even if the information given is incorrect. This will become apparent later, which will act as a great teaching tool. Then have the students tell you some things that they would like to learn about Europe in the Middle Ages. This will be a list that you can refer to and make sure you get their questions answered. Leave the last column, “What they learned” blank until the end of the unit.
 3. Tell the students that they will be studying Europe in the Middle Ages or what many refer to as the “Dark Ages”, but first they need to learn about why they became so dark. Tell the students to be thinking about what made this time period so dark as they listen to the reading material. Show the students the vocabulary cards for this lesson and discuss the meaning. Tell them that they will be hearing these words throughout the lesson.
 4. Display an overhead transparency of The Roman Empire (Appendix C). Discuss the information while reading pages 42-46 in the *Pearson Core Knowledge History and Geography Level Four* book. After reading the pages, write “Dark

Ages” on the board with a line underneath it. Have the students recall events that could have cause this time period to become so dark. Guide them to answers such as poor roads equaled less travel to Rome, which meant less trade, money and learning. People had forgotten what they had learned from the Greeks and Romans, which made life more difficult.

5. Refer to the overhead transparency map of the Roman Empire and ask the students to tell you what the names of the countries are today that Rome once had control over. Show the following geographic features on the overhead transparency and mark them using a vis-à-vis: Danube, Rhine, Rhone, and Oder Rivers, Alps and Pyrenees Mountains, Iberian Peninsula: Spain and Portugal and proximity to North Africa, France (region known as Normandy), Mediterranean, North, and Baltic Sea, the British Isles: England, Ireland, Scotland, Wales, the English Channel.
6. **Day Two (one hour):** Display a classroom size world map or map of Europe today.
7. Choose students to come up to the board and locate each geographic feature that was labeled on the overhead transparency map on Day One.
8. List the names of the tribes on the board with the area attacked beside each: Franks-France, Angles and Saxons-Britain, Vandals-southern Spain, Visigoths-southern Greece and Italy and Huns-many new tribes in Rome including Rome itself. Show the students where most of the tribes were originally from by pointing to Denmark, northern Germany, and central Asia (Ukraine, southern Russia, and Kazakhstan). Remind the students by referring back to the overhead transparency of the Roman Empire that most of Europe was under Roman control. It was not until after the invasions that the names of the different countries began to form. Using the vis-à-vis (preferably a different color for each tribe), call on students to come to the map and write the name of each tribe where it attacked in any order on the classroom sized map of Europe today using the list on the board: Franks in France (ask the students if they see any resemblance in the two words), Angles and Saxons in Britain (point out that England came from **Ang**land or Angle’s land), Vandals in southern Spain (point out that the Vandals did so much damage that it is where the word “vandalism” came from), Visigoths attacked southern Greece and Italy and Huns attacked mainly France and Rome, but other European areas as well.
9. Give the directions for the center activity or classroom activity: divide the students into five groups and assign each group a tribe to research. Tribe choices are:
 - a. Angles and Saxons
 - b. Franks
 - c. Vandals
 - d. Visigoths
 - e. HunsResearch can be done in the school library, public library, using encyclopedias, or on the internet. Give each group a copy of Invading Tribe Research (Appendix D1), Invading Tribe Project (Appendix D3), and a piece of butcher paper. This project will take approximately one hour and 30 minutes, so if it is not done during a center time you will need to add this time into your lesson time.
10. **Day Three (one hour):** Remind the students that they learned from the reading that Rome’s constant tribal attacks caused hardship. Roads that led to Rome were falling apart, which made it difficult for Rome to survive. The Romans had

to put all of their money into their military and not enough into the road maintenance. Ask the students to review some reasons from Day Two why the roads were so important for the survival of Rome. Some answers you are looking for are: less trade and money, which causes an empire to become weak, less money equals less power or military defense. This caused Rome to split into empires: Western Roman Empire and Eastern Roman Empire. The leader of the Western Roman Empire was murdered in 476, which is the accepted date of the end of the Roman Empire.

11. Choose two students to give the timeline cards made from Appendix B1 to and have them find on the timeline where they belong. Explain that one represents the end of Rome (476) and the other represents the beginning of the “Dark Ages” (500).
12. Read pages 45 and 46 in *Pearson Core Knowledge History and Geography Level Four* to the students. The last paragraph will review again the tribal attacks and settlements. You can explain to the students that this is where some of the students’ heritage comes from.

E. *Assessment/Evaluation*

1. The students will be assessed using Appendix C, which is a quick quiz to test the students’ retention of the tribal attacks and settlements in the Roman Empire.
2. The students’ group activity will be taken as a grade based on the criteria located in the checklist section of Appendix D.

Lesson Two: Churches Divide (approximately one hour)

2. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how the beliefs of people are reflected in the celebrations and practices of their communities.
2. Lesson Content
 - a. Developments in History of the Christian Church
 - i. Growing power of the pope (Bishop of Rome)
 - ii. Arguments among Christians: split into Roman Catholic Church and Eastern Orthodox Church
 - iii. Conversion of many Germanic peoples to Christianity
3. Skill Objective(s)
 - a. Students will compare and contrast two topics/ideas.

B. *Materials*

1. *Pearson Learning Core Knowledge History and Geography Level Four*
2. Compare and Contrast Chart (Appendix E-one copy per pair/group)
3. A large version (all students need to be able to see it and be able to easily write on it) of the Compare and Contrast Chart (Appendix E)
4. Timeline Dates (Appendix B2)
5. Compare and Contrast Chart Answer Key (Appendix F) (one for teacher reference)
6. White board and dry-erase markers or chalk board

C. *Key Vocabulary*

1. Bishop-church official
2. Pope-bishop of Rome
3. Convert-change

D. *Procedures/Activities*

1. Review with the students the different tribes that attacked and settled in the Roman Empire. Explain to the students that these tribes took on many of the

Roman traditions including religion. Show the students the vocabulary word cards and discuss the meaning. Tell the students to listen for the words as you read to them.

2. Before you begin reading tell the students to pay close attention to the similarities and differences between the two churches. Stress to them that it will be important to know for the following activity. Read pages 47-49 of the *Pearson Learning Core Knowledge History and Geography Level Four* to the students. Ask the students to name the two churches. The answer you are looking for is “Roman Catholic Church and Eastern Orthodox Church”. Call on a student and hand him/her the Timeline Date (Appendix B2) to place on the classroom timeline. If the student has trouble finding the correct spot, have him/her choose a friend to help. Hang the Timeline Date on the wall. Tell the students that there were several differences between the two churches. Ask the students to tell you what “compare” means. The answer you are looking for is “similarities”. Ask the students to tell you what “contrast” means. The answer you are looking for is “differences”. Tell the students that they are going to work together to compare and contrast the two churches.
3. Divide the students into small groups or pairs. Give each group or pair a copy of the Compare and Contrast Chart (Appendix E). Have the students write in the names of the two churches in the proper spaces. Use the Compare and Contrast Chart Answer Key (Appendix F) to help you. Model it to the students by posting up your big version of the chart and writing the names on the big chart. Do not write anything else on the big chart, yet. Give the students five minutes to list the similarities and differences between the two churches.

E. *Assessment/Evaluation*

1. To assess the students, have the pairs and groups gather around the big Compare and Contrast Chart. Call on students from each group to come up and write down one similarity and one difference on the big chart. Be sure to tell the students that they cannot write something twice on the chart. Fill in any missing information for the students to see by using your Compare and Contrast Chart Answer Key (Appendix F).

Lesson Three: Eating Your Way up the Feudal System Pyramid (approximately one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how the beliefs of people are reflected in the celebrations and practices of their communities.
2. Lesson Content
 - a. Feudalism
 - i. Lords, vassals, knights, freedmen, serfs
3. Skill Objective(s)
 - a. Students will recreate the Feudal System pyramid from memory.
 - b. Students will form opinions about their role in the Feudal System and the Feudal System in general.

B. *Materials*

1. *Pearson Core Knowledge History and Geography Level Four* (one copy for the teacher) or any book on the Medieval Ages
2. Feudal System Pyramid (Appendix H)
3. Overhead projector
4. Large piece of paper
5. White board or chalkboard

6. Dry-erase markers or chalk
7. Role Cards (Appendix I)
8. Plastic baggies or small cups (one for each student)
9. A large bag of M&M's
10. Eight plastic spoons
11. Feudal System Pyramid Quiz (Appendix J) (one for each student)

C. *Key Vocabulary*

1. Feudalism-a system of government in which land is exchanged for loyalty and services
2. Vassal-a person who receives land from a ruler and in return promises aid
3. Fief-a plot of land exchanged for loyalty to a ruler
4. Knight-a military servant of a feudal king or other superior
5. Serf-a farm worker who was bound to live and labor on his lord's land
6. Peasant-a farm worker who worked on his lord's land for protection in return, but was not bound to the land

D. *Procedures/Activities*

1. Explain to the students that the Middle Ages followed a special system of government called Feudalism. Ask the students to tell you what they already know about the Feudal System. Show the vocabulary word cards to the students and discuss the definition of each one. Let them know that each will make more sense as the lesson continues. Point out that serfs are not included in the Feudal System Pyramid because they are bound to the land and are not free.
2. Randomly pass out a Role Card (Appendix I) to each student. If you have more than 22 students, create more peasant role cards and divide them as equally as you can among the vassals. If you only have 21 students you can take away the queen role. Place an overhead transparency of the Feudal System Pyramid or draw it on a large piece of paper or on a white board or chalk board. Have the students stand in pyramid formation: King and Queen in front, Noble A and Noble B behind them, Vassal A's behind Noble A, Vassal B's behind Noble B, Peasant A's behind Vassal A, and Peasant B's behind Vassal B. Read the following to the students and tell them to pay attention to the different roles as they are mentioned. As you read point to the students who possess the role as you mention them in the selection:

Imagine that you live in an area where there are several hills. The people live in great fear of what the people on the next hill might do to them. They are hungry and tired, so they find a leader, and they promise him that if he will protect them, they will serve him the rest of their lives. As long as they are near the hill, they feel more secure, but they dare not travel beyond that hill. They become suspicious of outsiders, fearing strangers are trying to find a way to attack them. A few merchants may come with goods to sell, but how will they pay for the goods?

What would happen to trade in the downtown area? How would they eat? What would they wear? The people would have to produce everything themselves, wouldn't they? Since they could not get to outside goods, and goods could not get to them, they would have to learn to make their own. If you can imagine this, then you can understand the feudal system.

The vassal (the one who wanted the help, usually knights) came to the lord (the one who could give the help), and in return for protection, food, and clothing, the vassal would be the lord's servant for the rest of his or her life. The nobles were vassals of the king; the peasants were vassals to the nobleman. The king had authority over the nobles, but could not give orders to the peasants, who

were nobles' servants. The land the noble received from the king was called a fiefdom.

If you were my vassal, what kinds of power did I have over you? I would have military power over you. I could expect you to fight for me. If I were the one attacked, you would serve without pay for as long as necessary. If I were the one attacking, then you would be my soldier for six weeks; after that, I would have to pay all your expenses. Even when there was no war, I could call on you to guard my castle occasionally.

If I wanted you to come to my castle for your advice on any subject (war, marriage, or anything else), you must come. I could also expect your financial help if I were going to fight a crusade or get married. When your father died, then you would have to pay for the right to continue as my vassal. If you were a girl, then you would need my permission to marry. You would also need my approval to give any land to the church.

If I failed to protect you as I promised, then you could protest to my lord (if I had one). If I were the king (and had no lord), then you might ask for help of someone strong enough to oppose me. If they succeeded in defying me, they would become your new lord and protector. If you did not live up to your obligations, I could try you in a court made up of my other vassals. If you were found guilty, you would have to surrender your fiefdom.

Wars were common, but there were rules against fighting from Friday through Sunday, from Thursday through Sunday of Holy Week (Easter), and on certain holy days. There was usually no fighting during the winter or harvest. These limits helped reduce the violence.

3. Give each student a plastic baggie or cup with exactly 10 M&M's. Let them know that they are not to touch the M&M's until instructed to do so. Give each noble and vassal a plastic spoon. Tell the students that the M&M's represent the crops from the land. Tell the peasants that they must pay for their protection with their crops. Their assigned vassals will use their plastic spoons to confiscate six M&M's. From each peasant's payment, the vassal is to keep one piece and give five to his noble to pay for his loyalty. From each of the vassal's payment, the noble is to keep two pieces and give three pieces to the king and queen (they will share the M&M's that they receive). This can be tricky, but with help the students can learn some valuable math skills. If you use the exact number of roles on the Feudal System Pyramid (Appendix H) the M&M (crop) distribution should look like this: peasants each have four pieces, vassals each have 12 pieces, nobles each have 22 pieces, and the king and Queen each have 46 candies to share. Write the distribution numbers on the board, so that every student can see what the others received. Ask each different role or students how they feel about what they received. Ask the students if they think that the Feudal System is fair and why. Ask them if they think that this system could cause wars and why. Allow the students to eat their M&M's, but do not let them have anymore M&M's. This will help reinforce the unfairness of the system.

E. *Assessment/Evaluation*

1. The students will each receive a copy of the Feudal System Pyramid Quiz (Appendix J). They will fill in the different roles in order to check for understanding of the Feudal System. The teacher can use the Feudal System Pyramid (Appendix H) to grade the quizzes.

Lesson Four: Discover the Roles of a Feudal Society through Essay Writing (twelve days, each day approximately one hour long)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students recognize how to use the processes and resources of historical inquiry.
2. Lesson Content
 - a. Feudalism
 - i. Life on a manor, castles
 - ii. Lords, vassals, knights, freedmen, serfs
 - iii. Code of chivalry
 - iv. Knight, squire, page
 - b. Growth of Towns
 - i. Towns of centers of commerce, guilds and apprentices
 - ii. Weakening of feudal ties
3. Skill Objective(s)
 - a. Students will plan and write a well-organized essay.
 - b. Students will recall the steps to becoming a knight.

B. *Materials*

1. Life in the Middle Ages: Social Structure in the Middle Ages Video
2. Life in the Middle Ages: The Knight Video
3. Life in the Middle Ages: The Noble Video
4. Life in the Middle Ages: The Serf Video
5. Life in the Middle Ages: The Doctor Video
6. Life in the Middle Ages: The Merchant Video
7. Life in the Middle Ages: The Monk Video
8. If videos are not available find a wide variety of books on the Middle Ages; here are some suggestions:
 - a. *Pearson Learning Core Knowledge History and Geography Level Four*
 - b. *Usborne World History: Medieval World* by Jane Bingham
 - c. *The Usborne Time Traveller: Knights and Castles* by Judy Hindley
 - d. *Knights and Castles* by Avery Hart and Paul Mantell
 - e. *Usborne Starting Point History: What were Castles For?* by Phil Roxbeecox
 - f. *The Medieval World* by Philip Steele (p 16 and 17 for heraldry)
 - g. *Castles* by Philip Steele
9. Cover Page (Appendix K1-an overhead transparency and one for each student)
10. Essay Writing Outline (Appendix K2-an overhead transparency and one for each student)
11. Paragraph Outline (Appendix K3-an overhead transparency and three for each student)
12. Completed Knight Paragraph Outline (Appendix K4)
13. Essay Scoring Guide (Appendix K5-one for each student and one overhead transparency)
14. White board
15. Dry-erase markers
16. An overhead projector
17. Code of Arms Pattern One-prepared (Appendix M1)
18. Code of Arms Pattern Two and Directions-prepared (Appendix M2)
19. Code of Arms Symbols (Appendix M3-one for each student)

20. Glue, colored construction paper, scissors, and crayons, markers, or colored pencils
 21. Code of Chivalry (Appendix L)
 22. Notebook paper-several pieces per student
 23. Pencils-one per student
 24. Overhead transparency of Example Essay (Appendix N1 and N2)
 25. Dark colored vis-à-vis marker
- C. *Key Vocabulary*
1. Page-a boy about 7 years old that served in a castle and learned manners and how to ride and fight
 2. Squire-a boy about 14 years old who looked after a knight and helped them get dressed for battle and look after his weapons and horse
 3. Guilds-an organization for craft workers or traders, which had strict rules for all its members
 4. Code of Chivalry-a set of rules for knights
 5. Monastery-a community of monks
 6. Herald-a person who announces something and carries messages
- D. *Procedures/Activities*
1. **Day One (approximately one hour):** Explain to the students that the Feudal System was a little more complex than kings, nobles, vassals, and peasants. There were many other roles that helped make the society function. Show the students the word cards and discuss the definitions. Tell them that they will be hearing the words again throughout the lesson.
 2. Show the students the video “Life in the Middle Ages: Social Structure in the Middle Ages” to review the previous lesson and get the students thinking about some of the roles of the Feudal System. The series of videos that are suggested will cover more than the curriculum requires. If the videos are not obtainable, make sure you find a variety of books for the students to learn about each role, or read pages 60-77 in the *Pearson Learning Core Knowledge History and Geography Level Four* book.
 3. Give each student an Essay Writing Outline (Appendix K2). Explain to the students that they are going to learn how to write an essay. Place an overhead transparency of the Essay Writing Outline (Appendix K2) on an overhead projector. Review the outline by reading it aloud while the students follow. Begin with the explanation of the introductory paragraph. Ask the students what a topic sentence does in a paragraph. Guide them to the answer, “it introduces or states what the paragraph is about”. Explain to the students that the introductory paragraph is very similar to a topic sentence, but you have more than one topic to introduce, as well as it is a full paragraph and not just a sentence. Explain to the students that they will be writing a three body paragraph essay. That is a five paragraph essay altogether: an introductory paragraph, three topics or body paragraphs and one conclusion paragraph. Ask the students what a conclusion sentence is. Their answer should basically be that it repeats the topic sentence, but not word for word. Explain to them that the conclusion paragraph states the same thing as the introductory paragraph, but using different words. Tell the students that the introductory and conclusion paragraphs will need to be written last, but right now they are going to focus on their first body paragraph. Tell the students that the entire class will be writing the first paragraph of the essay on knights, so we must learn all there is about knights.
 4. **Day Two (approximately one hour):** Show the students the video, “Life in the Middle Ages: The Knight”. Once the video is over, make a list of information

- learned about the knight on the white board. If any of the videos listed are not available to you, find a wide variety of books and internet sites for the students to research their roles. There are book suggestions listed in the materials.
5. Ask the students to recall the steps to knighthood and what each entails.
 6. Place an overhead transparency of The Code of Chivalry (Appendix L) on an overhead projector. Discuss each rule that a knight had to follow. Ask the students if they think that all knights followed these rules.
 7. Remind the students that they learned during the video that knights participated in tournaments. Their faces were covered, so they had to wear their family's code of arms. The herald had to know each and every code of arms in the lands. This craft was called heraldry. The herald would have to create a program, so that the spectators would know who was who during the tournaments. Use *The Medieval World* by Philip Steele (p. 16 and 17) or find any book that contains information and different symbols of code of arms to show the students a few different combinations of symbols and what they mean. Read pages 16 and 17 to reinforce what you just explained to them. Explain the directions for the center activity below and create an example to show them. Use Code of Arms Pattern One (Appendix M1) and Code of Arms Pattern Two and **Directions** (Appendix M2) to help you.
 8. A center activity (approximately 45 minutes to one hour) is to have the students go home and find out anything about a family code of arms. If they do not have one, they can choose their own symbols that represent themselves. Give each student a copy of Code of Arms Symbols (Appendix M3). Use the Code of Arms Pattern One (Appendix M1) and Code of Arms Pattern Two and Directions (Appendix M2) to create a few patterns on hard stock paper, such as manila folders or poster board. Make about four or five patterns to place in the center. Make the book *The Medieval World* by Philip Steele available for the students to refer to during the activity and/or any book with code of arm symbols in it. This book will contain symbols that show what number of sibling the knights were, and they can use Code of Arms Symbols (Appendix M3). Have the students trace the patterns on colored construction paper of their choice and then draw or paste on the symbols of their choice to create their own code of arms. Be sure to display your own code of arms for the students to use as a model. Once they are complete they can be taped to the front of their desks after they present them to the classroom and explain what each symbol means and why they chose it.
 9. **Day Three (approximately one hour):** Place the Essay Writing Outline (Appendix K2) on the overhead projector and review the process. Tell the students that they are going to create an outline for the knight paragraph together. Using the Step-Up to Writing method, you will create an outline with the help of the students using an overhead transparency of the Paragraph Outline (Appendix K3). Give each student one copy of Paragraph Outline (Appendix K3) and a copy of the Essay Scoring Guide (Appendix K5). This will need to be placed in a safe place, so the students do not lose it. Use the Completed Knight Paragraph Outline (Appendix K4) to help you guide the students. Once the outline is complete begin transferring the outline into paragraph form. There are many ways to write a topic sentence and the details of paragraphs, but an example paragraph located in the Example Essay (Appendix N2) is available to help you. Some students may want to work on their own, but others may want help even though they have written paragraphs before. The conclusion sentence will be a transition sentence that leads into the next paragraph, but use your judgment on which students are ready for this. Write an example on the board such as, "Even

though knights played an important role in the Medieval Ages, so did _____ (this is where they will write their next chosen role. Some students may not choose their next two roles until all videos are shown). Have the students brainstorm more ways to write these transition sentences and write them on the board for all to see. If some students are not ready for transition sentences, a simple conclusion sentence is fine. Tell the students that they can choose at least two more roles to write body paragraphs on for their essays and fill the roles in on their copy of Essay Writing Outline (Appendix K2) if they are ready. If they are not ready, they can practice writing transition sentences by leaving the place where the name of the role should go blank.

10. **Day Four (approximately one hour):** Give each student two copies of the Paragraph Outline (Appendix K3) Make sure to remind them to keep these in a safe place. Show the students two of the videos (not the videos already viewed) of the different roles in the middle ages. Remind them to pay close attention, so that they can possibly write a paragraph on them. You may even encourage them to take notes or you can pause the video when important subjects are discussed. These videos are nice because each one gives a further explanation of important ideas, as well as a review of the entire video. Once each video has ended, discuss the main points or details about each role and jot down about three main points on the board, so that the students can begin writing their outline if there is time. Leave notes that you jot down on the board, so the students can possibly work on their outlines and paragraphs during center time or any extra class time if they are ready to.
11. **Day Five (approximately one hour):** Repeat Day Four's directions.
12. **Day Six (approximately one hour):** Repeat Day Five's directions.
13. **Day Seven (approximately one hour):** Repeat Day Six's directions, but you will only show one more video, so use the extra time to work on filling in the rest of the Essay Writing Outline (Appendix K2), writing outlines and paragraph writing.
14. **Day Eight (approximately one hour):** Use this entire hour to have the students work on their outlines and paragraphs. If some students finish more quickly than others, spend a little time with them explaining the functions and components of an introduction or conclusion paragraph and have them try to write one by themselves or as a group. Remind them that their thesis statement will be different if they wrote about different roles. You can also have these students begin typing their paragraphs if computers are available.
15. **Day Nine (approximately one hour):** Have the students continue working on writing their paragraphs. Once they are finished have them pair up with another student and read their paragraph out loud to the other student. Then the other student will read their partners work out loud to them. This will help catch any awkward sentences or wording, as well as incorrect content and grammatical mistakes. Students will turn in their three body paragraphs to you, so you can see how they are doing and prepare for a one-on-one conference with each student. It is also a good technique to put away your writing for a day or two, so that when you read it again, you are more likely to read what you wrote instead of what you think you wrote. This will help catch conventional and grammatical mistakes.
16. **Day Ten (approximately one hour):** Spend some time conferencing with students one-on-one about their paragraphs. Work with the challenged students first, while having your more advanced students use the Essay Writing Outline to try to write their own introductory and conclusion paragraphs, as well as work on

the transitional conclusion sentences instead of the ordinary repeating of the topic sentences. They can also begin using their Essay Scoring Guide to check their own writing and trade with a buddy. This will all depend on where each individual student is in their writing. You may even want to get students going on Day Eleven's lesson.

17. **Day Eleven (approximately one hour):** Give each student a copy of the Cover Page (Appendix K1) and display an overhead transparency of the Example Essay (Appendix N1) on the overhead projector. The students can begin creating their cover page according to the sample on the overhead projector and the Cover Page (Appendix K1) given to them, as well as using the Essay Scoring Guide to check their paragraphs to receive full points. This should only take about ten minutes. Next use the white board and the Essay Writing Outline (Appendix K2) to write an introductory and conclusion paragraph with the class. Because this is their first essay, everyone is to have the same introductory and conclusion paragraphs, unless special permission is received from you.
18. First, remind the students that introductory paragraphs introduce each topic in their entire essay. Explain to them that the paragraph starts out by giving a little background knowledge of the essay topic in general (roles of the Medieval Ages). Display an overhead transparency of the Example Essay (Appendix N2) and ask the students to tell you which sentences are the background knowledge sentences in the introductory paragraph. Use a vis-à-vis to underline the correct answer. Next, explain to them that the last sentence you write in an introductory paragraph is called a thesis statement. Explain how this is very similar to a topic sentence because it tells everything the entire essay will be discussing. In this essay's case, all the roles discussed. Refer to the overhead transparency of the Example Essay (Appendix N2) and have the students tell you which sentence is the thesis sentence in the introductory paragraph. Circle it with a vis-à-vis marker. Explain to the students that now they know all of the components of an introductory paragraph, they can write one together. Ask any student who wrote their own and had it approved by you to share theirs. Together, write the paragraph on the board. At first just write what the students decide and then go back and give suggestions for any awkward wording. Use the Example Essay (Appendix N2) to help you guide the students. Be sure to mention that not everyone's thesis will be the same at the end. When the roles written about are listed in the thesis statement, remind the students that they must be written in the same order of the paragraphs written about them, and not everyone will list the same roles. The first role everyone should have listed is knights. Once the introduction is complete, have the students copy it down making their minor changes to the role listings.
19. Once everyone has copied the paragraph down (you need to copy it down as well for your records), erase it and begin discussing the conclusion paragraph. First, remind the students that a conclusion paragraph says about the same thing as the introductory paragraph, but does not repeat it. It is also similar to a conclusion sentence in that it sums up what the essay or paragraph is all about. Please stress to the students that a conclusion paragraph absolutely cannot introduce any new information in it. Follow the instructions given for the introductory paragraph, but it must be written completely different. The last sentence does list the roles written about in order, but cannot be a repeat of the thesis statement. Use the Example Essay (Appendix N2) to help you guide the students to writing a conclusion paragraph. Once a final paragraph has been agreed upon, have the

students and yourself copy it down. Again, remind the students that their roles listed will not all be the same, but the first one listed should be knights.

20. **Day Twelve: (approximately one hour):** This is the day that the entire essay: cover page and introductory, the three body paragraphs, and the conclusion paragraphs will be put together as one. The students are encouraged to use their Essay Scoring Guide (Appendix K5) to double check their work. You should also encourage them to have a friend check their work. If there are students who have chosen to type their essays, they can work on this as well, but do let them know that what is not finished in class must be finished at home before the due date. Encourage the students to take their essays home along with their Essay Scoring Guide and have their parents help proofread their work.
21. Once the work is turned in, use the Essay Scoring Guide (Appendix K5) to grade their essay. You can then send home the graded work, have a few students read their essays aloud, or display them in the hallway for all to see.

E. *Assessment/Evaluation*

1. To assess ask the students to write down the three stages of knighthood in order and give as much information that they can remember for each (**after Day Two**).
2. To assess the students' essays the teacher will use the Essay Scoring Guide (Appendix K5) to evaluate the essays.

Lesson Five: Important People of the Middle Ages (seven days, each day approximately one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students recognize how to use the processes and resources of historical inquiry.
2. Lesson Content
 - a. Developments in History of the Christian Church
 - i. Charlemagne
 - a) Temporarily unites the western Roman Empire
 - b) Crowned Emperor by the pope in A.D. 800, the idea of a united "Holy Roman Empire"
 - c) Charlemagne's love and encouragement of learning
 - b. The Norman Conquest
 - i. Locate the region called Normandy
 - ii. William the Conqueror: Battle of Hastings, 1066
 - c. England in the Middle Ages
 - i. Henry the II
 - a) Beginnings of trial by jury
 - b) Murder of Thomas Becket in Canterbury Cathedral
 - c) Eleanor of Aquitaine
 - ii. Significance of the Magna Cart, King John, 1215
 - iii. Parliament: beginnings of representative government
 - iv. The Hundred Years' War
 - a) Joan of Arc
 - v. The Black Death sweeps across Europe
 3. Skill Objective(s)
 - a. Students will recall character traits of people and events from the Medieval Ages and organize the information using an Important Person Web.
 - b. Students will learn how to use subheadings as a research technique.

- c. Students will compare and contrast two topics/ideas.
 - d. Students will learn how to debate a controversial issue.
- B. *Materials*
1. *Pearson Learning Core Knowledge History and Geography Level Four*
 2. Important Person Web (Appendix O1-one transparency and eight for each student)
 3. Completed Important Person Web (Appendix O2)
 4. Transparency of Charlemagne's Empire (Appendix P)
 5. Transparency of The Roman Empire (Appendix C)
 6. A classroom size world map of Europe
 7. Vis-à-vis markers
 8. Timeline Dates (Appendix B3-B8)
 9. An overhead projector
 10. Scrap paper or sticky notes-quite a few pieces for each student
 11. Medieval Ages Important Person Web Test (Appendix Q1) (one for each student)
 12. Medieval Ages Important Person Web Test Answer Sheet (Appendix Q2)
 13. Compare and Contrast Chart (Appendix E-one copy per pair/group)
 14. A large version (all students need to be able to see it and easily write on it) of the Compare and Contrast Chart (Appendix E)
 15. Code of Chivalry (Appendix L-transparency)
 16. White board or chalk board
 17. Dry-erase markers or chalk
- C. *Key Vocabulary*
1. Jury-a group of people who hear evidence in a trial and then vote on the guilt or innocence of the accused
 2. Excommunication-the punishment of not allowing someone to continue as a member of a church
 3. Pilgrimage-a journey undertaken for a religious purpose
 4. Circuit-an area or district through which a judge travels to hold court sessions
 5. Truce-an agreement to stop fighting
 6. Dauphin-the title given to the eldest son of the king of France
 7. Plague-a highly contagious, usually fatal, disease that affects large numbers of people
- D. *Procedures/Activities*
1. **Day One (approximately one hour):** Ask the students to verbally list all of the roles that they learned about during the videos and essay writings. Tell them that there are many famous people who obtained many of those roles during the Middle Ages. Ask the students if they can name some of the famous people and try to guess their role. You might get answers like King Henry II-noble or Joan of Arc-warrior or knight. Explain to the students that these people became famous because of special traits or qualities of their character, whether good or bad. Explain that in their studies of these famous people that the students will be doing Important Person Webs on each famous Medieval Age person, which will later be used for an open-note quiz. Review the vocabulary using the word cards and explain to the students that they will hear these words throughout the reading.
 2. Tell the students that you are going to read to them about Charlemagne, a man who loved Christianity and learning. Ask the students to tell you what they remember about the dividing of the church into two separate churches (they can refer to the large Compare and Contrast Chart posted on the wall from lesson two). Once they have given a few answers tell them that Charlemagne's heart

- lye with the Roman Catholic Church or Western Church. Read pages 54-57 of the *Pearson Learning Core Knowledge History and Geography Level Four* book. Discuss for understanding after each paragraph.
3. Remind the students of how the tribes conquered many lands of the Roman Empire, and Charlemagne was king of the Franks that mostly lived in Gaul or what is now called Germany. Show the students an overhead transparency of The Roman Empire (Appendix C). Point to the area known then as Gaul and the Rhine River and tell the students that this was Charlemagne's Empire at one time. Then show the overhead transparency of Charlemagne's Empire (Appendix P), and tell the students that over time and with great leadership this eventually became his empire. Show the students a classroom size world map or a map of Europe and have them name the countries that were once apart of his Empire, while you use a vis-à-vis to put a star on the countries: Germany, Holland, Belgium, Switzerland, Luxembourg, Austria, the Czech Republic, northern Italy and Eastern France.
 4. Place the Important Person Web (Appendix O1) transparency on the overhead projector and place the students into about five groups. Tell the groups to discuss Charlemagne's qualities and accomplishments. After about five minutes ask each group to give you one thing that they discussed, but they cannot repeat what another group has said. As the groups give you information use a vis-à-vis to fill in the Important Person Web. Use the Completed Important Person Web (Appendix O2) to help you. This will help you assess the students' knowledge of Charlemagne, as well as model how to do an Important Person Web, which they will do throughout this lesson. As you fill in the web, explain to them that each subheading in the text book is a good place to find the "Facts", and then further information about each "Fact". Give each student a copy of the Important Person Web (Appendix O1) and have them copy your web from the overhead transparency. Have them place these in a safe place to refer to later. Show the students how easy it is to add extra webbing to the Important Person Web by drawing lines of the circles and creating more circles. They may need this for some of the people that they study.
 5. Show the students the prepared Timeline Dates (Appendix B3) and choose a student to find where it fits on the classroom timeline and post it there.
 6. **Day Two (approximately one hour long):** Explain to the students that they are going to hear all about a man named William the Conqueror. Ask the students if they can guess or predict some of his qualities or traits by the name he was given. Answers will probably consist of conquered lots of land, mean, ruler, etc. Tell the students that they are now going to find out why he received this name.
 7. Read pages 78-80 of *Pearson Learning Core Knowledge History and Geography Level Four*. Tell the students that while you read you want them to listen for qualities or traits that would fit nicely on a William the Conqueror Important Person Web. Tell them to take quick notes on some paper or sticky notes while you read. If you have a copy of the book for every student then they can mark places of importance in their books with sticky notes, rather than writing.
 8. Give each student a copy of the Important Person Web (Appendix O1) and have them work in pairs to fill in their Important Person Web. Remind them that the subheadings in the chapter can really help them. You can walk around to check and see if they are doing the assignment correctly or missing any important events, qualities, or traits.
 9. Once they have completed their Important Person Webs, go through each subheading in the chapter and say it aloud. Then ask the students what they put

- on their web to cover that subheading. This will help the students understand how to make research easier.
10. Call on a student to find the proper place for the prepared Timeline Date (Appendix B4) on the classroom timeline and place it there.
 11. **Day Three (approximately one hour long):** Explain to the students that the next famous king was the great-grandson of William the Conqueror, Henry II. Have the students do exactly what they did on Day Three's lesson while you read pages 81-83 of *Pearson Learning Core Knowledge History and Geography Level Four*. Pass out a copy of the Important Person Web (Appendix O1) to each student and allow the students to pair up and fill in their Important Person Webs again. Give the class 10 minutes to do so, and then have each pair share something from their web that is not a repeat of another pair. Be sure to point out any important information that a pair of students did not mention, so the students can all add it to their webs.
 12. Repeat the above while reading pages 84-86 of *Pearson Learning Core Knowledge History and Geography Level Four*. Once you have read, pass out a copy of the Important Person Web (Appendix O1) to each student. This time make the students do the web on their own and walk around and guide any strugglers. This will allow you to see who understands it, and who may have always just followed the leader and copied. Spend time with anyone who is not doing it correctly. You can even put them in a small group and guide them through how to do it.
 13. Give a student the Timeline Date (Appendix B5) to find its proper place on the classroom timeline and you place it there.
 14. **Day Four (approximately one hour):** Repeat the above for pages 87-89 of *Pearson Learning Core Knowledge History and Geography Level Four*. Again, have the students work alone and walk around to make sure each child has the process down. If not, keep working with individuals or small groups. Give everyone about ten minutes to finish their webs and discuss what everyone added to their web. Point out any important information that was missed so that students can add it.
 15. Show the students a map of Europe and show them the area of France that is still called Aquitaine, so the students understand what area she lived in.
 16. Repeat the above for pages 90 and 91 of *Pearson Learning Core Knowledge History and Geography Level Four*. Before reading explain that although the chapter is called "The Magna Carta", it is about Eleanor and Henry II's youngest son named King John. Ask the students if they can tell you what the Magna Carta is. Whether their answer is right or not, tell them that they are going to find out.
 17. Once you have read, give each student an Important Person Web (Appendix O1) to complete individually. After they have completed their web, allow them to get into groups and compare their webs as you walk around and observe their webs and discussions, while guiding them in anyway you see fit.
 18. Give a student the Timeline Date (Appendix B6) to find its proper place on the classroom timeline and place it there.
 19. **Day Five (approximately one hour):** Review with the students the name of the system of government that was used in the Medieval Ages. Have the students tell you some specifics about how the system was ran. Explain to them that this system may have continued unless King John's son Henry III was not too young to rule. Tell them to think about comparisons and contrasts of the two ways of

- government as you read pages 92 and 93 of *Pearson Learning Core Knowledge History and Geography Level Four*.
20. After you have read the pages divide the students into groups of four or five and give each group a copy of the Compare and Contrast Chart (Appendix E). Have the groups work for about ten minutes to complete the chart about the Feudal System and this “New Kind of Government”.
 21. Once the ten minutes is up, post up the large version of the Compare and Contrast Chart (Appendix E) to have the students in each group come and write a comparison and a contrast of the two systems of government. Once the groups have shared all they have written, add anything else that may be missing.
 22. **Day Six (approximately one hour):** Explain to the students that throughout the different rulings of the land, a huge rivalry occurred between England and France. Tell the students that this rivalry was called “The Hundred Years’ War”. Read pages 94-96 of *Pearson Learning Core Knowledge History and Geography Level Four*. While reading stop and discuss the important points such as the actual years the wars occurred, that they were actually several wars, the reasons behind the wars, the truces that lasted sometimes 25 years, and what the effects were after the wars ended.
 23. Once the reading and discussion is finished, tell the students that you are going to read about a very famous person involved in these wars. Read pages 97-100 of *Pearson Learning Core Knowledge History and Geography Level Four*. Tell the students that while you read they need to pay attention to the important traits and events in Joan of Arc’s life for another Important Person Web.
 24. Put the students into groups of three or four and give each student an Important Person Web (Appendix O1) and have them work for 15 minutes together to fill it out.
 25. Once the 15 minutes have passed, discuss as a class the significance of Joan of Arc. Have each group share some traits and events of her life.
 26. Place the Code of Chivalry (Appendix L) on the overhead projector. Ask the students if they think that Joan of Arc was a knight according to the Code of Chivalry. Place the students into groups that say “No, she isn’t” and “Yes, she is”. Have the students come up with five reasons for their opinion and facts to back their reasons. Tell the students that to debate they must back up their belief with facts, so this will make the students have to recall information from the text. They may use their Important Person Webs to help them. To debate their argument each group must choose a spokesperson who speaks for the group. Each group will take turns giving one reason for their belief and facts to back the reason up. Explain to the students that no one wins or loses here because each had a fair amount of turns and good points. It is all about personal opinions based on your own personal belief system.
 27. Give three different students each a Timeline Date (Appendix B7 and B8) to find their proper places on the classroom timeline and place them there.
 28. **Day Seven (approximately one hour):** Explain to the students that war was not the main cause of death during the Medieval Ages or Dark Ages. It was a horrible disease. Read pages 101 and 102 of *Pearson Learning Core Knowledge History and Geography Level Four*.
 29. Once you have read draw two big columns on the board and label one “Pros” and the other “Cons”. Ask the students to think of the good or pros and bad or cons that came from the Black Death. They may say that nothing good can come from death, but point out the paragraph called “Long-Term Effects”, which actually mentions a few pros to the situation. Guide the students to think of all of the

good and bad that came from the horrible disease. Once the chart is finish, weigh the pros and cons and see which has more.

- E. *Assessment/Evaluation*
1. To assess the students each student will receive a copy of the Medieval Important Person Web Quiz (Appendix Q1), while using their collection of Important Person Webs to assist them on the test. The Medieval Important Person Web Quiz Answer Key (Appendix Q2) will be used to evaluate the test.

Lesson Six: Robin Hood (approximately one month depending upon your literacy block and read aloud time)

- A. *Daily Objectives*
1. *Concept Objective(s)*
 - a. Students recognize literature as an expression of human experience.
 2. Lesson Content
 - a. Stories
 - i. *Robin Hood*
 3. Skill Objective(s)
 - a. Students will identify a variety of literary elements of story.
 - b. Students will compare and contrast two books told from two different perspectives.
 - c. Students will write character descriptions.
- B. *Materials*
1. Character Description Assessment (Appendix S1-one for each student)
 2. Character Description Assessment (Appendix S2-one for the teacher)
 3. A version of *Robin Hood* (suggestions are *Robin Hood and His Merry Outlaws* (Core Classic) by J. Walker McSpadden, *Robin Hood of Sherwood Forest* (Scholastic Junior Classics) by Ann McGovern, and *The Three Musketeers/Robin Hood* (CD) as told by Jim Weiss
 4. *The Forest Wife* by Theresa Tomlinson
 5. Dictionaries-at least a few that each student has easy access to
 6. CD player or possible listening center
 7. Character trait display cards-read procedure #3
 8. A large version of the Compare and Contrast Chart (Appendix E)
- C. *Key Vocabulary*
1. Legend-a tale or folk narrative
 2. Thy-your
 3. Ye-you
 4. Thee-it
 5. Aye-yes
 6. Tis-it is
 7. Thou-you
 8. Nay-no
 9. Twas-it was
- D. *Procedures/Activities*
1. Show the students the vocabulary word cards for this lesson and discuss the meaning. Tell them that they will be hearing these words throughout the lesson. You may want to use the old English words in a sentence or read one from the book to allow the students to guess what the word means by taking out the word and replacing it with the word we would use today. There will be plenty of other words that the students may not know. Encourage them to use context clues to

figure out the meaning and then look the word up in a dictionary to check their guess.

2. Tell the students that they will hear and/or read two stories that are set in the Medieval Ages. Explain that one will be a version of the legend *Robin Hood* (the Core Classic version would be great for your more advanced readers, the Scholastic Junior Classic for your average reader, and have your lower readers listen to the tale on CD. You might want every student to listen to the tale to build vocabulary and strengthen comprehension) and the other will be called *The Forest Wife* by Theresa Tomlinson. Explain to the students that they are to listen for similarities and differences in the two stories. Discuss these similarities and differences through out the reading and record them on a large version of the Compare and Contrast Chart (Appendix E).
3. Before reading the books, be sure to discuss the cover and back of the book, as well as anything written about the author.
4. Throughout the reading of the two books discuss the different character traits each character has and why. Make the students gives examples of when the character displayed the certain trait. Some traits to discuss or use are clever, confident, courageous, demanding, determined, easy-going, eccentric, efficient, energetic, emotional, enthusiastic, exuberant, firm, flexible, forgiving, frank, friendly, generous, gentle, good-natured, healthy, helpful, honest, hopeful, humble, humorous, imaginative, independent, individualistic, industrious, insightful, intelligent, inventive, kind, likable, logical, loyal, methodical, modest, motivated, open-minded, optimistic, practical, precise, prudent, purposeful, quiet, quick-witted, realistic, reliable, resourceful, responsible, self-confident, selfless, sensible, serious, sincere, smart, sociable, spontaneous, strong-willed, tenacious, thorough, thoughtful, tolerant, trusting, trustworthy, unconventional, understanding, verbal, versatile, visionary, wise, witty, zany. The students will not know what many of these traits are. Pick about ten that your students probably do not know and display them in the classroom. Explain what each is by using examples. Examples from the stories you're reading would be best.
5. As you read the two books, have the students predict what will happen in each chapter, as well as discuss the theme, plot, setting, and conflicts throughout, as well as any other literary elements that the students have already learned about and that are easily shown in the stories. .
6. For each chapter read, have the students choose a character and use a trait to describe him/her, define the trait, as well as give an example of when he/she displayed that trait. This will be great practice for good character descriptions.

E. *Assessment/Evaluation*

1. Students will be assessed using the Character Description Assessment (Appendix S1). These will be evaluated using the Character Description Assessment Rubric (Appendix S2).

Lesson Seven: St. George and the Dragon (approximately one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students recognize literature as an expression of human experience.
2. Lesson Content
 - a. Stories
 - i. *St. George and the Dragon*

3. Skill Objective(s)
 - a. Students will use context clues to discover definitions of unknown words.
 - b. Students will compare the actions of the story's protagonist to the code of chivalry.
- B. *Materials*
1. *St. George and the Dragon* retold by Margaret Hodges-one copy for the teacher or a copy for each student
 2. Vocabulary Word Cards-see Appendix A Word Wall
 3. Code of Chivalry (Appendix L)
 4. White board
 5. Dry erase markers-one for each student and one for the teacher
 6. Student dry erase boards-one for each student
- C. *Key Vocabulary*
1. Veil-face or head covering
 2. Peril-danger
 3. Gape-stare open-mouthed
 4. Wrathful-full of anger
 5. Devour-eat
 6. Anvil-block for metal hammering
 7. Brandish-wave or shake threateningly
- D. *Procedures/Activities*
1. Show the students the front and back of the book. If the students have a copy they can look it over for themselves. Say the name of the book and ask the students to predict what the book is about. Ask the students what they can infer from the title. You should get answers such as "It is about a person named St. George and a dragon." Ask the students to notice what the man on the cover is wearing. Ask the students to tell you what he might be. Guide the students to a knight. Ask the students to remind you what a knight does, and what the code of chivalry stands for and make a list on the white board. Tell the students to pay attention to the actions of St. George throughout the book and see if he abides by the code throughout the story.
 2. Begin reading the story. Wait to show the students the vocabulary cards. These will be used throughout the story.
 3. On page 7 in the third paragraph is the word "veiled". Have the students guess what the word means using the context clues, as well as the illustration on page 6. Ask the students to write down a synonym on their dry erase board to put in place of the word. Show the students the vocabulary word with "veil" written on it and read the definition. Have the students check to see if their synonym would have worked based on the definition. Place the card on the word wall.
 4. On page 8 repeat the directions in #3 for the word "perils".
 5. On page 15 repeat the directions for #3 for the word "gaped".
 6. On page 16 repeat the directions for #3 for the word "wrathful".
 7. On page 19 repeat the directions for #3 for the word "devouring".
 8. On page 20 repeat the directions for #3 for the words "brandishing" and "anvil".
 9. On page 24 you will come across "gaping" again. Ask the students to write on their dry erase boards the definition or a synonym. Read the back of that vocabulary card to check their answers.
 10. On page 31 repeat #9 for the word "veil".

- E. *Assessment/Evaluation*
1. Once the story has been read, have the students recall the actions of St. George that proves that he follows the code of chivalry. Write down the students responses next to the appropriate part of the code of chivalry on the board. Have the students decide if St. George is a true knight based on whether or not he follows the code of chivalry.

Lesson Eight: The Legend of King Arthur (approximately four hours and 20 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize literature as an expression of human experience.
 2. Lesson Content
 - a. Myths and Mythical Characters
 - i. Legends of King Arthur and the Knights of the Round Table
 3. Skill Objective(s)
 - a. Students will identify unknown words and research definitions and synonyms.
 - b. Students will work cooperatively in a group.
 - c. Students will identify the plot of a reading selection.
 - d. Students will connect a historical fiction piece to real live history.
 - e. Students will identify the scene and illustrate it for a reading selection.
 - f. Students will identify conflicts and their solutions for a reading selection.
- B. *Materials*
1. CD-King Arthur and His Knights as told by Jim Weiss
 2. *Matilda Bones* by Karen Cushman-five copies
 3. *The Castle in the Attic* by Elizabeth Winthrop-five copies
 4. *Knights of the Round Table* adapted by Gwen Gross-five copies
 5. *The Door in the Wall* by Marguerite de Angeli-five copies
 6. Literature Circle Overview (Appendix T-one copy for each student and a transparency)
 7. Synonym Strip Maker (Appendix U-one for each student and a transparency)
 8. Plot Person (Appendix V-one for each student and a transparency)
 9. History Connector (Appendix W-one for each student and a transparency)
 10. Scene Setter (Appendix X-one for each student and a transparency)
 11. Conflict Connector (Appendix Y-one for each student and a transparency)
 12. An overhead projector
- C. *Key Vocabulary*
1. None-these will depend on the book and will appear on the Synonym Strip Maker (Appendix U)
- D. *Procedures/Activities*
1. Take 15 minutes to present each book mentioned under the Materials section to the students. If you have more than 20 students find another book that is set in the Middle Ages in Europe because each literature circle group should only have four to five students each, or have more than five copies of one of the books. This means that more than one group will be reading the same book. Tell the students that they are going to read one of the following books. Read the title, the author's name, and the summary on the back of each book. Have the students write the names of the books in the order starting with the one they want to read the most and ending with the book that they want to read the least. Do not allow the students to talk to each other during this time. This will keep students from choosing a book based on what their friends choose.

2. Take time to go through each student's list and try to give each student their first or second choice.
3. Hold up each book and announce the students who will be reading that book. This may be a center activity, so this will determine your center groups. If you do use this as a center activity, be sure to supply materials for the History Connector (Appendix W). Give them a copy of the book and a stapled packet of Appendices T-Y. Appendix T needs to be stapled on top.
4. Using the transparencies of Appendices T-Y, take about 30 minutes to review the directions on each sheet. The first sheet will have to be completed by each group together. This can be confusing, so choosing a group to use as an example on the overhead will help alleviate confusion.
5. On the transparency of the Literature Circle Overview (Appendix T) fill in one group's information for the other groups to use for an example. You will need to choose a specific date each week for groups to meet. The number of meeting dates must equal the number of group members. If some groups have five instead of four group members then you must add one extra date on the Literature Circle Overview sheet. The groups with four members will have to choose a sheet to eliminate from their packet or you can have them all do it together for the entire book. Each group member will be assigned a certain sheet to complete for the assigned pages that is due on each date listed. By the time the last date arrives the students will have finished the book and completed each sheet in the stapled packet.
6. Once you have reviewed how to complete the Literature Circle Overview (Appendix T), allow each group about 20 minutes to meet and decide on pages to read before each due date and the role rotations. Sometimes it is easiest to choose a couple of chapters to read instead of page numbers. Be sure to visit each group to make sure that every student understands the process. You may even want to choose a group leader to keep the meeting moving and organized. It is very helpful to have each student place the date that each of their sheets are due and the page numbers that they are reading on each sheet. For example, Johnny has to do Scene Setter by the first date, so he writes that date and the pages to read on that particular sheet. This is helpful because the overview sheets are easily lost because they are the first sheet stapled to the packet of sheets.
7. Once the first meeting is finished, it is helpful to take about 30 minutes to visit with each group (about five minutes per group) and start with the first date. Have the leader tell the page numbers or chapters to be read out loud. Have each group member check to see if they have this written down correctly. Then have each individual group member say out loud what sheet they are doing for that date and show you where they placed the date and page numbers on that sheet. Repeat this until all dates have been said. For the groups that only have four members, this is the time to decide if they should do their eliminated page together on the last meeting date for the group of five. This will give them something productive to do during that last meeting. Make sure the page they chose to eliminate lends itself to the whole book. If it doesn't they can do the sheet for the last pages read.
8. On each date give the students about 20 minutes to discuss their assigned sheets during their Literature Circle meeting. Take about five minutes to visit each group and make sure that they are on task and are following the Literature Circle Overview, as well as check to make sure each student has completed their

assigned sheet. If a sheet is not completed on the due date, keep a record of those students and points lost.

9. The students who did not read *Knights of the Round Table* can listen to the CD-King Arthur and his Knights during their center time. Even if students have read the story, listening to the story again will benefit those students. The story is one hour long.

E. *Assessment/Evaluation*

1. Once the last meeting is over, collect the students' packets and grade them based on whether or not the sheets are all completed. There are no wrong answers and sometimes a sheet will not be totally completed because the pages read did not lend themselves to the information needed. If a student did not complete a worksheet on their due date, they must have it completed by the last due date or more points will be taken off. Points given for each sheet will be up to each teacher.

Lesson Nine: Test (approximately one hour and 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how the beliefs of people are reflected in the celebrations and practices of their communities.
 - b. Students recognize how to use the processes and resources of historical inquiry.
2. Lesson Content
 - a. Background
 - b. Geography Related to the Development of Western Europe
 - c. Developments in History of the Christian Church
 - d. Feudalism
 - e. The Norman Conquest
 - f. Growth of Towns
 - g. England in the Middle Ages
3. Skill Objective(s)
 - a. Students will identify correct answers to matching and multiple-choice questions.
 - b. Students will list correct responses to short answer questions.

B. *Materials*

1. Middle Ages Test Study Guide (Appendix G1-one copy for each student and a transparency)
2. Middle Ages Test (Appendix G2-one copy for each student)
3. Middle Ages Test Answer Key (Appendix G3-one copy for the teacher)
4. Overhead projector

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. About a week before the test pass out the Middle Ages Test Study Guide (Appendix G1). Give the students about 30 minutes to complete, and then put an overhead transparency of the Middle Ages Test Study Guide on the overhead for the students to check their answers. Spend about 15 minutes reading the answers out loud. Tell the students to take the study guide home to study. Then announce the day of the test.
2. The day before the test review the questions of the test with the students. This can be done playing a variety of games. This is also a good time to finish the

KWL Chart with “What I Learned” to check to see if the students learned everything listed in the “What I Want to Learn” section.

3. The day of the test pass out the Middle Ages Test (Appendix G2) to the students.
4. Review directions and answer any questions.
5. Collect the tests at the end of the 45 minute period.

E. *Assessment/Evaluation*

1. The students will be assessed by their correct responses on the test. The Middle Ages Test Answer Key (Appendix G3) will be used to grade the students’ tests.

VI. CULMINATING ACTIVITY

- A. Designate a day to call a “Renaissance Day”, which will be full of Medieval Ages activities. It can also be called “Medieval Day”, but because the fifth grade studies the Renaissance, which is very similar to the Medieval Ages, the two can be combined and the more the merrier. First of all, at least a month in advance a date needs to be approved by your principal. If you have donations or funds, you can research experts in the area to come in and teach activities to students. If you live in Colorado, there is a company called Renaissance Adventures (303-786-9216). This company provides a variety of activities: dancing, dueling, weaponry, and storytelling to name a few. There is also a female named Spirit who sings and teaches the students to sing. Her number is 720-275-3343. The prices vary based on how long they will spend at your school and how far the commute is for them. If you are a school that does not have any funds to spend on this day, getting parents to volunteer to teach classes or sessions is the cheaper way to go. The number of classes you schedule depends on the number of volunteers, the number of students, and the time allowed for each session. Each session will probably need to last from 45 minutes to one hour. Students need to be split up into different groups, which again all depends on the number of students and classes. It helps to create a name tag for each student with their group name, color, or number on it. Some class or session ideas are calligraphy, storytelling, stained glass, medieval drawing (dragons are an example), ballad writing, fashion creation, medieval games such as chess, and creating a catapult. A few books to help you come up with cheap and easy ideas are *Knights and Castles* by Hart and Mantell and *Hands on History: Middle Ages* by Susan Kapuscinski Gaylord. A program or schedule for the day needs to be created as well with times, locations, group numbers, and the presenters (teachers/parents). Enough copies need to be made so that each volunteer or adult involved receives one, including the office. On this special day, the students can dress up in a variety of medieval costumes. Remind them that they saw many examples in the videos they watched when learning about the different roles in the Feudal System. During this special event day an hour needs to be set aside for the Knighting Ceremony. The teacher or principal dressed as a queen or king dubs the students as knights if they earned it during the duration of the unit. This behavior management technique is explained further in the Unit Preparation for Teachers (Appendix A). The Knighting Ceremony (Appendix R) will give all materials and directions for the ceremony. An hour needs to be set aside for a medieval feast. A variety of food ideas can be found by searching on line: meats, breads, shepherd’s pie, and cheeses to name a few. Parents can sign up for different foods. A sign-up sheet can be posted outside of the classroom. If you want the experience to be real the students can eat with their hands, or you can just tell them that silverware was not used and let them use utensils anyway. A note of advice for the teachers involved, do not sign-up to teach a class. You need to be available to handle any issues that may occur and to keep everyone on schedule.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Unit Preparation Materials for Teachers
- B. Appendix B: Timeline Dates (eight pages: B1-B8)
- C. Appendix C: The Roman Empire
- D. Appendix D1: Invading Tribes Research
- E. Appendix D2: Invading Tribes Project
- F. Appendix D3: Invading Tribes Quiz
- G. Appendix D4: Invading Tribes Quiz Answer Key
- H. Appendix E: Compare and Contrast Chart
- I. Appendix F: Compare and Contrast Chart Answer Key
- J. Appendix G1: Middle Ages Test Study Guide (two pages)
- K. Appendix G2: Middle Ages Test (six pages)
- L. Appendix G3: Middle Ages Test Answer Key (three pages)
- M. Appendix H: Feudal System Pyramid
- N. Appendix I: Role Cards
- O. Appendix J: Feudal System Pyramid Quiz
- P. Appendix K1: Cover Page
- Q. Appendix K2: Essay Writing Outline
- R. Appendix K4: Completed Knight Paragraph Outline
- S. Appendix K5: Roles of the Middle Ages Scoring Guide (two pages)
- T. Appendix L: Code of Chivalry
- U. Appendix M1: Code of Arms Pattern One
- V. Appendix M2: Code of Arms Pattern Two and Directions
- W. Appendix M3: Code of Arms Symbols (two pages)
- X. Appendix N: Example Essay (three pages: N1 and N2)
- Y. Appendix O1: Important Person Web
- Z. Appendix O2: Completed Important Person Web
- AA. Appendix P: Charlemagne's Empire
- BB. Appendix Q1: Medieval Important Person Web Quiz
- CC. Appendix Q2: Medieval Important Person Web Quiz Answer Key
- DD. Appendix R: The Knighting Ceremony (two pages)
- EE. Appendix S1: Character Description Assessment
- FF. Appendix S2: Character Description Assessment Rubric
- GG. Appendix T: Literature Circle Overview (two pages)
- HH. Appendix U: Synonym Strip Maker (two pages)
- II. Appendix V: Plot Person
- JJ. Appendix W: History Connector
- KK. Appendix X: Scene Setter
- LL. Appendix Y: Conflict Connector (two pages)

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Unit Preparation Instructions for Teachers

Steps to becoming a knight behavior reinforcement chart:

The culminating activity for this unit will involve a “Knighting Ceremony”. The students will work towards being dubbed a knight at the ceremony throughout the entire duration of the unit, except for the last week (you will need time to prepare gifts for all students being knighted). Create a large version of Code of Arms Pattern One (Appendix M1) using black poster board or butcher paper (any dark color will do). Create a slightly smaller version using white poster board or butcher paper (any lighter color will do) to glue on top of the larger pattern to give the edges of the lighter pattern a border. Draw lines using a dark marker to divide the pattern into three sections. Draw a horizontal line straight through the middle of the pattern. Then draw a vertical line through the middle of the pattern until it meets the horizontal line. This will give you two sections at the top and one section at the bottom that you can label in order: Page, Squire, and Knight. At this stage laminate your pattern, so that you can use vis-à-vis and change your expectations each year if you would like. Under each label create some expectations that the students must follow to become that stage and give a specific date that the expectations must be met by. Each stage can include the expectations from the stage before as well as some added ones. If the student makes it through each stage by the designated date, they will be dubbed a knight at the “Knighting Ceremony”, which is further explained in Appendix R.

Timeline:

Before the entire unit begins, create an ongoing timeline to add to as the information is taught. This may be something that you will want to start at the beginning of the year. Find a blank wall where you can use push pins to string yarn in a straight line across the wall. Be sure to leave room above and below the yarn. Special colors can be assigned to each time period you teach (ex. blue for China, red for Africa, yellow for Islam, purple for Europe in the Middle Ages, etc.) This allows the students to understand that each historical period learned may overlap others. They are just in different areas of the world. Students can be chosen to find the spot where the date and significant event belongs on the timeline throughout the unit or year. Dates and events for this unit can be found on Appendices B1-B8. Using a ruler, pencil, and scissors, cut out each year/event and paste on construction paper. To save wall space cut the construction paper where there is only about a 2 inch border showing around the white paper. The date/event can be connected to the timeline using small pieces of yarn. The yarn can be connected to the timeline by tying it to the specific place on the timeline. Varying the size of the connecting yarn will help prevent overlapping and crowding.

Appendix A, page 2

Word Wall:

A word wall can also be created before the unit begins. Write each vocabulary word on a large index card or piece of paper and write the definition on the back side. These can be placed on a bulletin board using push pins or placed in a large pocket chart. You can display all words before the unit begins or add them as they are taught. Several games can easily be played using the word wall. One example of a game is called “Vocab Charades”. A student is chosen to come to the front of the classroom to act out or draw a picture to describe the word. Another student is called on to guess the word. If the student guesses the correct word, he/she must then give the correct definition which can be double checked by looking at the back of the word card. The correct student can either be the next to come to the front or receive a reward from the teacher. The word wall can also be easily used for a center activity. The students may be asked to choose a number of words and write them in a paragraph or story. They may also practice dictionary and thesaurus skills by looking up antonyms and synonyms for each word or use the words in a simile.

Center Activities:

Some lessons may have at least one center activity listed for the students to do. These can be done during a center time or as a whole group activity. Some activities may take more time than others. An approximate time will be given for each activity. An on-going center activity could be color notes. This requires the students to draw pictures for each new lesson or subject learned. The student is to choose only three colors for each idea and while drawing the picture for their notes, they are to repeat at least three times the information they are drawing. These notes/drawings can be kept in a designated notebook or folder, which will help the students when they receive their test study guide.

KWL Chart:

What the students already **K**now, what they **W**ant to learn, and what they **L**earned once the unit is complete. This chart can be easily made using a big piece of chart or butcher paper. Create three large Columns. The first column should be labeled “What you already know”, the second column should be labeled “What you want to know”, and the third column should be labeled “What you learned”. This should be posted somewhere in the room for students to see throughout the unit.

Appendix B1
Timeline Dates

476

**End of
Roman Empire**

500

**Beginning of
Dark Ages**

Appendix B2
Timeline Dates

1054

**Separation of
Churches: Roman
Catholic and Eastern
Orthodox Church**

Appendix B3
Timeline Dates

800

Pope Leo III

crowned

Charlemagne

Emperor of the

Romans

Appendix B4
Timeline Dates

1066

**William the
Conqueror defeated
England and became
king**

Appendix B5
Timeline Dates

1154

**King Henry II was
crowned king of
England and
appointed Thomas
Becket as his
highest advisor**

Appendix B6
Timeline Dates

1225

**Final draft of the
Magna Carta was
signed by King
John's son
Henry III**

Appendix B7
Timeline Dates

1337

**Beginning of
Hundred Years War**

Appendix B8
Timeline Dates

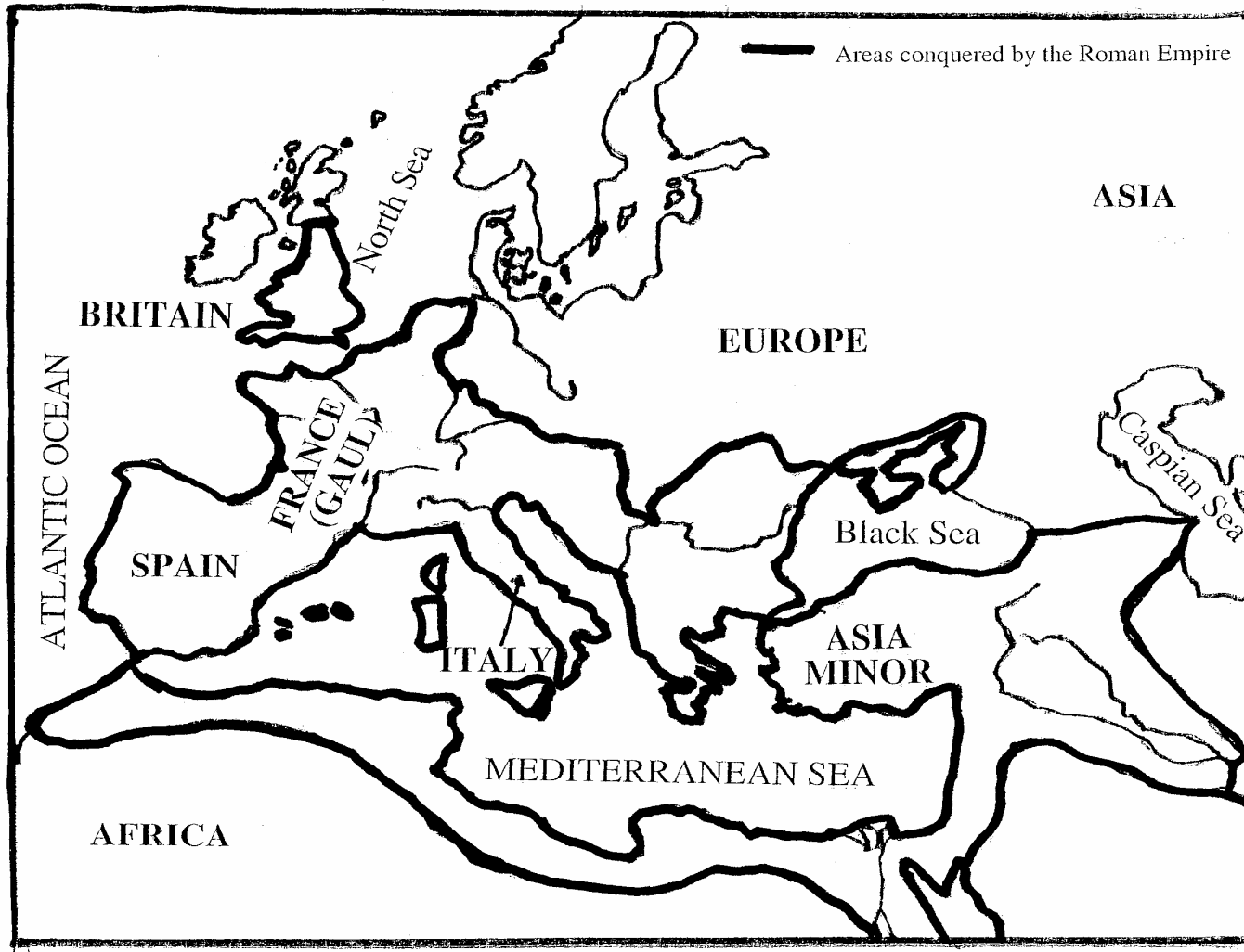
1453

**End of Hundred
Years War**

1430

**Joan of Arc
captured**

Appendix C
The Roman Empire



Appendix D2

Invading Tribes Project Checklist

Group names: _____, _____, _____,
_____, _____, _____

Assigned Tribe: _____

Directions Continued: Use the butcher paper and the map of Europe provided by the teacher to label your tribe's area of origin, the pathway to conquered lands, and the area where it mostly settled.

- The map is neatly drawn and colored _____/10 points
- The map has the tribe's name written in its place of origin _____/10 points
- The map has arrows drawn to show its pathway to conquered lands.
- The conquered lands are labeled as "conquered" _____/10 points
- The land where settlement took place is labeled as "settled" _____/10 points

_____/50 total points for Social Studies _____%

Appendix D3

Invading Tribes Quiz

Name _____

Directions: Place the correct number of the tribe next to its correct settlement. **10 points each**

- | | | | |
|----|-------------------|-------|---------------------------|
| 1. | Huns | _____ | Britain |
| 2. | Visigoths | _____ | France |
| 3. | Franks | _____ | southern Spain |
| 4. | Angles and Saxons | _____ | southern Greece and Italy |
| 5. | Vandals | _____ | mainly Rome itself |

_____/50 points total for Social Studies _____%

Appendix D4

Invading Tribes Quiz Answer Key

- | | | | |
|----|-------------------|-------|---------------------------|
| 1. | Huns | __4__ | Britain |
| 2. | Visigoths | __3__ | France |
| 3. | Franks | __5__ | southern Spain |
| 4. | Angles and Saxons | __2__ | southern Greece and Italy |
| 5. | Vandals | __1__ | mainly Rome |

Appendix E
Compare and Contrast Chart
and _____

| Comparisons | Contrasts |
|--------------------|------------------|
| | |

Appendix F

Compare and Contrast Chart Answer Key

Roman Catholic Church

and

Eastern Orthodox Church

| Comparisons | Contrasts |
|---|---|
| <ul style="list-style-type: none">▪ Both believed in Christianity▪ Both led by bishops▪ Both believed that the bishop of Rome was the heir of St. Peter | <ul style="list-style-type: none">▪ Spoke different languages▪ Had different cultures▪ Catholic Church used yeast-free flat bread for their holy ceremonies▪ Orthodox Church used bread made with yeast for their holy ceremonies▪ Catholic Church followed what bishop said▪ Orthodox Church made decisions using the votes of many bishops |

Middle Ages Test Study Guide

Be sure you know the following information:

- Feudal System Pyramid
 1. king or queen
 2. nobles
 3. vassals
 4. peasants
- Three stages of knighthood.
 1. page
 2. squire
 3. knight
- Be able to list three parts of a knight's code of chivalry
- The Roman Empire ended due to poor roads.
- Henry III was Eleanor of Aquitaine's second husband.
- Thomas Becket was murdered in the Catholic Church.
- Another name for Parliament is the Great Council.
- The Hundred Years War was a series of wars fought between England and France.
- King John was forced by the townspeople to sign the Magna Carta.
- Once King Henry III was captured, representatives from each branch of the Feudal System met together as parliament to form a new system of government.
- Henry II was the great grandson of William the Conqueror.
- Charlemagne was crowned emperor of the Roman Empire.
- Joan of Arc was burned at the stake by the English.
- William the Conqueror became king of England in 1066 after defeating King Harold's army.
- The Bubonic Plague or Black Death was a disease caused by fleas on rats that killed many people during the Middle Ages.

Appendix G1, page 2

Know the following definitions:

- Feudalism
- Vassal
- Fief
- Knight
- Serf
- Peasant
- Page
- Squire
- Guilds
- Code of Chivalry
- Bishop
- Pope
- Convert
- Monastery
- Herald
- Jury
- Excommunication
- Pilgrimage
- Circuit
- Truce
- Dauphin
- Plague

**There will be a few bonus questions on the test.

Middle Ages Test

Name _____

Use the following classes to complete the Feudal System Pyramid. Number one will be the class at the top of the pyramid and number four will be the last.

peasants nobles king or queen vassals

1. _____

2. _____

3. _____

4. _____

Circle the letter that best answers the questions below.

1. What did the vassals and peasants get in return for their hard work?
 - a. protection
 - b. lots of money
 - c. land

2. The Roman Empire ended mainly because of what?
 - a. small military
 - b. poor roads
 - c. conquered by a larger army

3. What is another name for Parliament?
 - a. Great City
 - b. Grand Party
 - c. Great Council

Appendix G2, page 2

4. What is the name of the series of wars fought between England and France?
 - a. Many Years War
 - b. Several Years War
 - c. Hundred Years War

5. What was the name of the plague that killed many people during the Middle Ages?
 - a. Dark Death
 - b. Black Death
 - c. Terrible Plague

6. What was the cause of the plague?
 - a. fleas on rats
 - b. food poisoning
 - c. no one knows, yet

7. List three parts of a knight's code of chivalry.
 - a. _____
 - b. _____
 - c. _____

8. List, in order, the three stages of knighthood.
 1. _____
 2. _____
 3. _____

Fill in the blanks with the one of the names of the people listed below.

Henry III

Eleanor of Aquitaine

Thomas Becket

King John

William the Conqueror

Joan of Arc

Henry II

Charlemagne

9. _____ became the king of England in 1066 after defeating King Harold's army.

10. _____ was burned at the stake by the English.

11. _____ was forced to sign the Magna Carta by his townspeople.

12. _____ was the great grandson of William the Conqueror.

13. _____ was crowned emperor of the Roman Empire.

14. _____ was murdered in the Catholic Church.

15. _____ was captured, which allowed representatives from each branch of the Feudal System to meet together as parliament to form a new system of government.

16. Henry II was the second husband of _____.

Appendix G2, page 4

Fill in the blanks using the list of words below.

| | | | | |
|------------------|--------|-----------------|--------|------------|
| Feudalism | vassal | fief | knight | serf |
| peasant | page | squire | guilds | |
| code of chivalry | | bishop | pope | convert |
| monastery | herald | excommunication | | pilgrimage |
| circuit | truce | dauphin | plague | vandal |
| conquer | tribe | barbarian | invade | |

17. A(n) _____ is a boy about 7 years old who served in a castle and learned manners.
18. The _____ is a set of rules for knights.
19. A(n) _____ is an organization for craft workers or traders, which had strict rules for all its members.
20. A farm worker who worked on his lord's land for protection in return, but was not bound to the land was a _____.
21. A military servant of a feudal king or other superior is a _____.
22. A farm worker who was bound to live and labor on his lord's land was a _____.
23. A(n) _____ was a plot of land exchanged for loyalty to a ruler.

Appendix G2, page 5

24. A _____ was a person who received land from a ruler and in return promised aid.
25. A _____ is a church official.
26. A _____ is a bishop of Rome.
27. To _____ is to change.
28. A group organized by traditions is called a _____.
29. One who destroys property is a _____.
30. A(n) _____ is an uncivilized person.
31. To _____ is to enter forcefully.
32. Another name for defeat is _____.
33. A(n) _____ is a community of monks.
34. A(n) _____ is a person who announces something and carries messages. This person had to know every knight's code of arms.
35. The title given to the eldest son of the king of France was _____.

Appendix G2, page 6

36. A group of people who hear evidence in a trial and then vote on the guilt or innocence of the accused is called a _____.
37. _____ is the punishment of not allowing someone to continue as a member of a church.
38. A journey undertaken for a religious purpose is called a _____.
39. A(n) _____ is a highly contagious, usually fatal, disease that affects large numbers of people.
40. An agreement to stop fighting is called a _____.
41. A(n) _____ is an area or district through which a judge travels to hold court sessions.
42. _____ is a system of government in which land is exchanged for loyalty and services.

Bonus: You must write your answers using complete sentences.

1. How did a French lord become an English king?
2. What were the religious wars called that were fought between the Christians and Muslims?
3. Which two tribes mainly settled in England?

Middle Ages Test Answer Key

Use the following classes to complete the Feudal System Pyramid. Number one will be the class at the top of the pyramid and number four will be the last.

peasants nobles king or queen vassals

1. king or queen

2. nobles

3. vassals

4. peasants

Circle the letter that best answers the questions below.

1. (a)

2. (b)

3. (c)

4. (c)

5. (b)

6. (a)

7. List three parts of a knight's code of chivalry. (Refer to the Code of Chivalry (Appendix L))

8. List in order the three stages of knighthood.

1. page

2. squire

3. knight

Fill in the blanks with the one of the names of the people listed below.

9. William the Conqueror
10. Joan of Arc
11. King John
12. Henry II
13. Charlemagne
14. Thomas Becket
15. Henry III
16. Eleanor of Aquitaine.

Fill in the blanks using the list of words below.

17. page
18. code of chivalry
19. guild
20. peasant
21. knight
22. serf
23. fief
24. vassal
25. bishop
26. pope
27. convert
28. tribe
29. vandal
30. barbarian
31. invade
32. conquer
33. monastery

Appendix G3, page 3

- 34. **herald**
- 35. **Dauphin**
- 36. **jury**
- 37. **Excommunication**
- 38. **pilgrimage**
- 39. **plague**
- 40. **truce**
- 41. **circuit**
- 42. **Feudalism**

Bonus: You must write your answers using complete sentences.

- 1. How did a French lord become an English king?
The French lord was a second cousin to an English king.

- 2. What were the religious wars called that were fought between the Christians and Muslims?
The wars were called crusades or jihads.

- 3. Which two tribes mainly settled in England?
The two tribes were the Angles and the Saxons.

Appendix H

The Feudal System Pyramid

King and Queen

Noble A

Noble B

Vassal A

Vassal A

Vassal A

Vassal B

Vassal B

Vassal B

Peasant A

Peasant A

Peasant A

Peasant B

Peasant B

Peasant B

Peasant A

Peasant A

Peasant A

Peasant B

Peasant B

Peasant B

Appendix I
Role Cards

| | | | |
|------------------|------------------|---------------------------|---------------------------|
| King | Queen | Noble A | Noble B |
| Vassal A | Vassal A | Vassal A | Vassal B |
| Vassal B | Vassal B | Peasant A | Peasant A |
| Peasant A | Peasant A | Peasant A | Peasant A |
| Peasant B | Peasant B | Peasant B | Peasant B |
| Peasant B | Peasant B | Peasant A extra | Peasant B extra |

Appendix J

The Feudal System Pyramid Quiz

Name: _____

Directions: Write the roles of the Feudal System Pyramid next to the numbers provided. Number one is most powerful and four is least powerful. Each number is worth 25 points each.

1. _____

2. _____

3. _____

4. _____

_____/100 points for Social Studies

_____ %

Appendix K1
Cover Page

(the words “Cover Page” will not be included on your cover page)

Title of Essay

(Type in the name of your essay and not “Title of Essay”, if typed please use Times New Roman Font and use a font size of 48-after title change font size to 12 and enter 30 times and then write the next section)

Your first and last name here (use Times New Roman 12 font for this entire section)
Mrs. XXXXXX Fourth Grade Class (write this exactly the way it is)
Date due here (actually write out the date it is due)

Essay Writing Outline

(you will not write your title here, it will go on your cover page)

Paragraph One: This will introduce the main points that your complete essay will cover. **Your last sentence will state what each body paragraph will discuss.** This paragraph is similar to a topic sentence, but it first gives some background knowledge of your essay topic in general and then lets your reader know what each specific subject you will be discussing is. We will write this paragraph together, but first you need to list what your three body paragraphs will be about: **1. Knights, _____, and _____.** This is called your **thesis statement**. You may add a fourth body paragraph for an extra challenge.

Paragraph Two: This is your first body paragraph. Your first body paragraph's topic = **Knights**. We will write this paragraph together as a class.

Paragraph Three: This is your **second body paragraph**. Your second body paragraph's **topic=_____**. You will write this on your own and can choose any Middle Ages' role that we study.

Paragraph Four: This is your **third body paragraph**. Your third body paragraph's **topic=_____**. You will write this on your own and can choose any Middle Ages' role that we study.

Paragraph Five: This is your conclusion paragraph. This will sum up your essay and **restate your thesis statement**. Be sure to never introduce new information in a conclusion paragraph. We will write this together as a class.

Paragraph Outline

Topic: _____

****Detail One:** _____

- **Example/explanation one** _____
 - (further explanation of above-not mandatory)
 -
- **Example/explanation two** _____
 - (further explanation of above-not mandatory)
 -

****Detail Two:** _____

- **Example/explanation one** _____
 - (further explanation of above-not mandatory)
 -
- **Example/explanation two** _____
 - (further explanation of above-not mandatory)
 -

****Detail Three:** _____

- **Example/explanation one** _____
 - (further explanation of above-not mandatory)
 -
- **Example/explanation two** _____
 - (further explanation of above-not mandatory)
 -

Completed Knight Paragraph Outline

Topic: Knights

****Detail One:** steps toward knighthood

- **Example/explanation one:** Page
 - (further explanation of above-not mandatory)
7 years old, lived in a castle to learn manners
- **Example/explanation two:** Squire
 - (further explanation of above-not mandatory)
14 years old, helped knight prepare for battle
- **Example/explanation three:** Knight
 - (further explanation of above-not mandatory)
19 years old, dubbing ceremony
 - received shield and golden spurs

****Detail Two:** warrior on horseback

- **Example/explanation one:** began 800 to 900 AD
- **Example/explanation two:** wore mail or mesh armor
 - (further explanation of above-not mandatory)
tiny metal rings linked together
- **Example/explanation three:** wore helmet and shield, carried lance and sword-added more in 1200's due to invention of the crossbow

****Detail Three:** Chivalry or code of warriors

- **Example/explanation one:** defend church, weak and women
- **Example/explanation two:** loyalty to God, country, lord, and truth
- **Example/explanation three:** generous and respectful

Roles of the Middle Ages Essay Scoring Guide

Name _____

Total Points _____ X 5 = _____% (letter grade) for Writing

| | 4 | 3 | 2 | 1 | Points |
|-------------------------------|--|--|--|--|---------------|
| Introductory Paragraph | The paragraph written together in class is present with all three sentences. | The paragraph written together in class is present with only two sentences. | The paragraph written together in class is present with only one sentence. | The paragraph written in class is not present. | |
| First Body Paragraph | has an inviting beginning and satisfying ending, logical and effective arrangement of details, thoughtful transitions that thread ideas together | has a clear sense of beginning and end, has logical arrangement of details, has appropriate transitions that link ideas together | has a recognizable but weak beginning and/or end, has an unbalanced, contrived, or disconnected arrangement of details | has a lack of a beginning and/or ending, has an illogical arrangement of details | |
| Second Body Paragraph | has an inviting beginning and satisfying ending, logical and effective arrangement of details, thoughtful transitions that thread ideas together | has a clear sense of beginning and end, has logical arrangement of details, has appropriate transitions that link ideas together | has a recognizable but weak beginning and/or end, has an unbalanced, contrived, or disconnected arrangement of details | has a lack of a beginning and/or ending, has an illogical arrangement of details | |
| Third Body Paragraph | has an inviting beginning and satisfying ending, logical and effective arrangement of details, thoughtful transitions that thread ideas together | has a clear sense of beginning and end, has logical arrangement of details, has appropriate transitions that link ideas together | has a recognizable but weak beginning and/or end, has an unbalanced, contrived, or disconnected arrangement of details | has a lack of a beginning and/or ending, has an illogical arrangement of details | |
| Conclusion Paragraph | The paragraph written together in class is present | The paragraph written together in class is present with only two sentences | The paragraph written together in class is present with only one sentence | The paragraph written in class is not present | |
| | | | Writing Grade | Total Points | |

Teacher Comments:

Roles of the Middle Ages Essay Scoring Guide

Name _____

Total Points _____ X 5 = _____/60= _____% _____(letter grade) for social studies

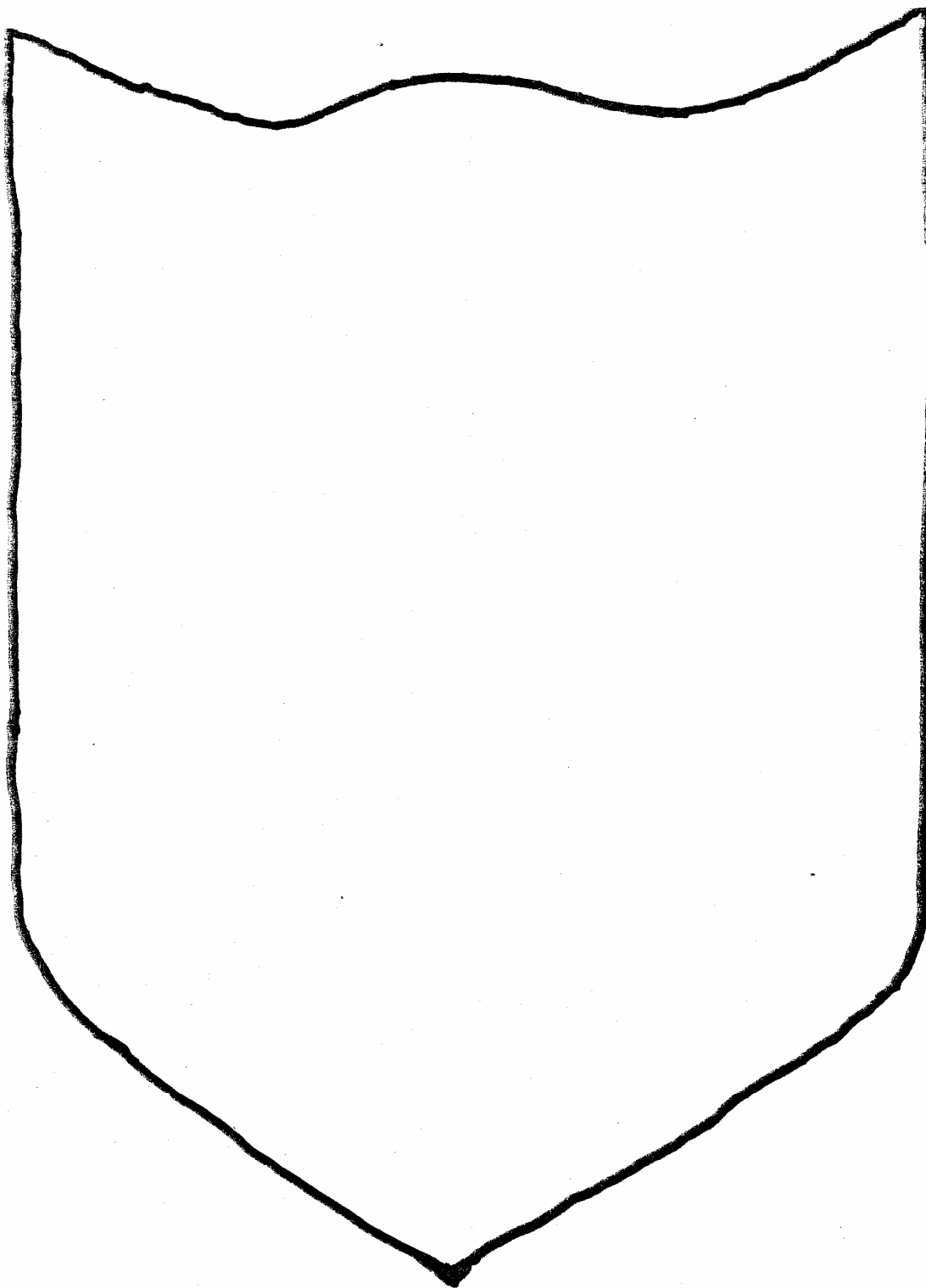
| | 4 | 3 | 2 | 1 | Points |
|---------------------------------|--|---|--|---|---------------|
| First Body Paragraph | has knowledge clearly communicated in an interesting way; details are specific, relative, and/or significant, engages reader's attention with original, insightful, and/or creative ideas; text is focused, assignment-appropriate | has knowledge communicated; details support and fulfill intended purpose, sustains reader's attention through clear ideas; text is managed and assignment-appropriate | has limited evidence of knowledge; details, while focused are irrelevant, unfocused, and/or general; text has little elaboration with thinly developed ideas and lacks focus | has little or no evidence of knowledge; has few details; ideas are difficult to follow, unclear, or off topic in relation to the assignment | |
| Second Body Paragraph | has knowledge clearly communicated in an interesting way; details are specific, relative, and/or significant, engages reader's attention with original, insightful, and/or creative ideas; text is focused, assignment-appropriate | has knowledge communicated; details support and fulfill intended purpose, sustains reader's attention through clear ideas; text is managed and assignment-appropriate | has limited evidence of knowledge; details, while focused are irrelevant, unfocused, and/or general; text has little elaboration with thinly developed ideas and lacks focus | has little or no evidence of knowledge; has few details, ideas are difficult to follow, unclear, or off topic in relation to the assignment | |
| Third Body Paragraph | has knowledge clearly communicated in an interesting way; details are specific, relative, and/or significant, engages reader's attention with original, insightful, and/or creative ideas; text is focused, assignment-appropriate | has knowledge communicated; details support and fulfill intended purpose, sustains reader's attention through clear ideas; text is managed and assignment-appropriate | has limited evidence of knowledge; details, while focused are irrelevant, unfocused, and/or general; text has little elaboration with thinly developed ideas and lacks focus | has little or no evidence of knowledge; has few details, ideas are difficult to follow, unclear, or off topic in relation to the assignment | |
| Teacher Comments on Back | | | Social Studies Grade | Total Points | |

Appendix L

Code of Chivalry

- Unswerving belief in the church and obedience to her teachings
- Willingness to defend the church
- Respect and pity for all woman and weak people and steadfastness in defending them
- Love of country
- Refusal to retreat before the enemy
- Unceasing and merciless war against the enemy
- Strict obedience to the feudal overlord, so long as those dictates did not conflict with duty to God
- Loyalty to truth and to the pledged word
- Generosity in giving
- Championship of the right and the good in every place and at all times against the forces of evil

Appendix M1
Code of Arms Pattern One

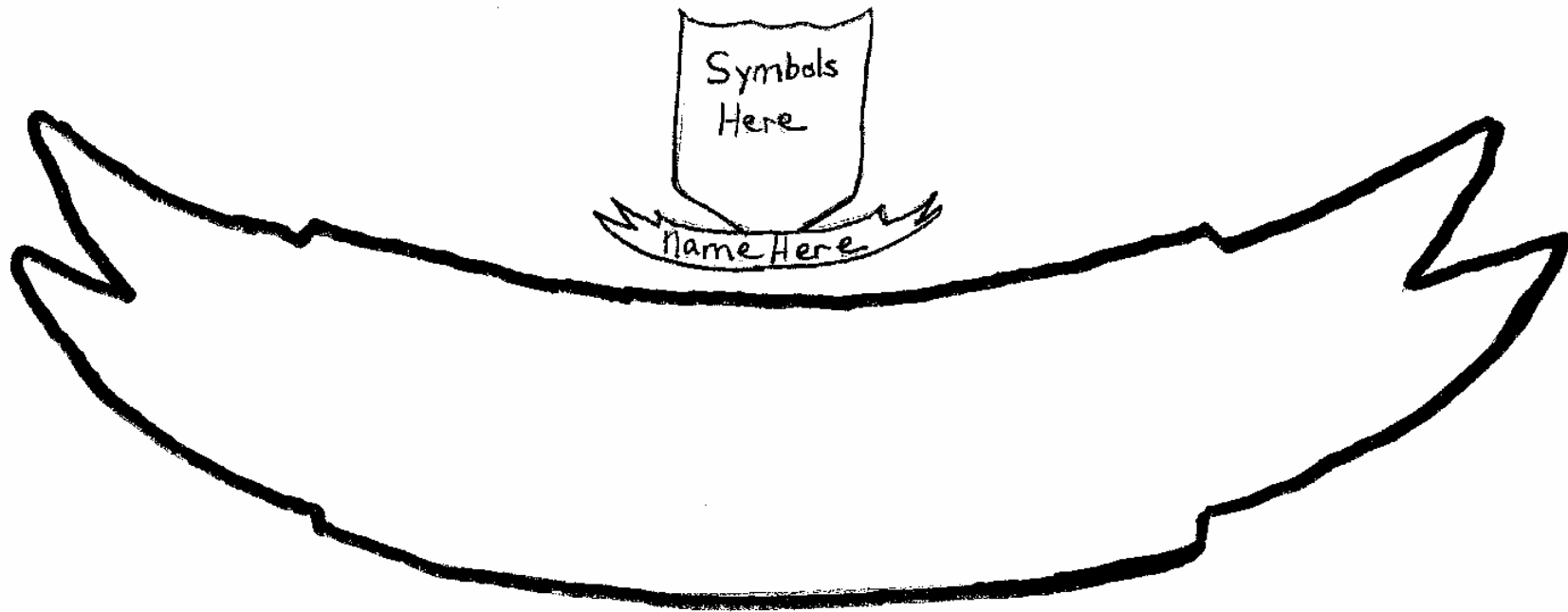


Appendix M2

Code of Arms Pattern Two and Directions

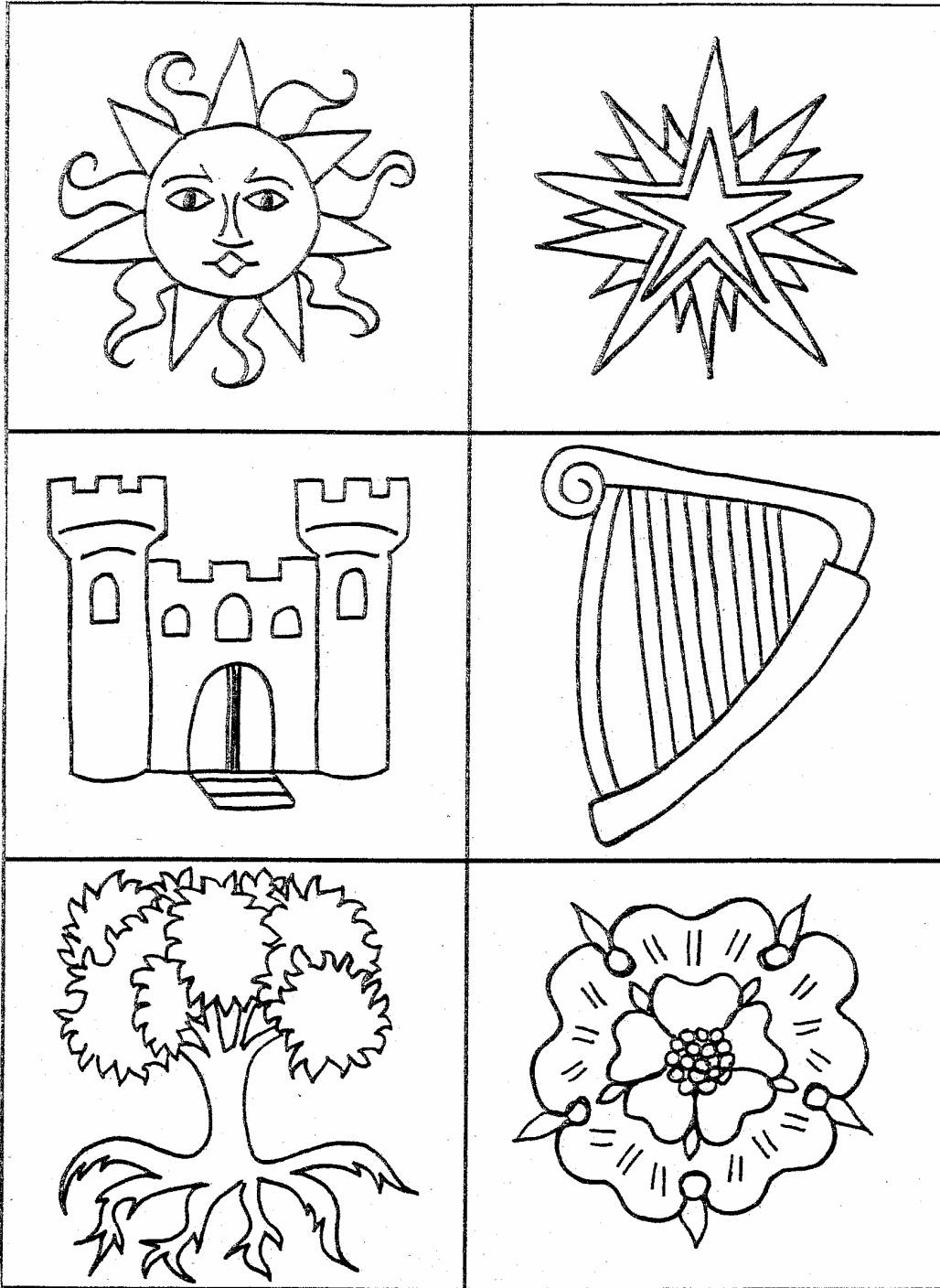
Directions: Trace each pattern onto a piece of colored construction paper of your choice. Glue the long piece at the bottom of the shield pattern. Use the example below to help you. Color and cut out or trace the symbols that you would like to place on your shield pattern. Write your name, first, last or both on the long piece.

Example



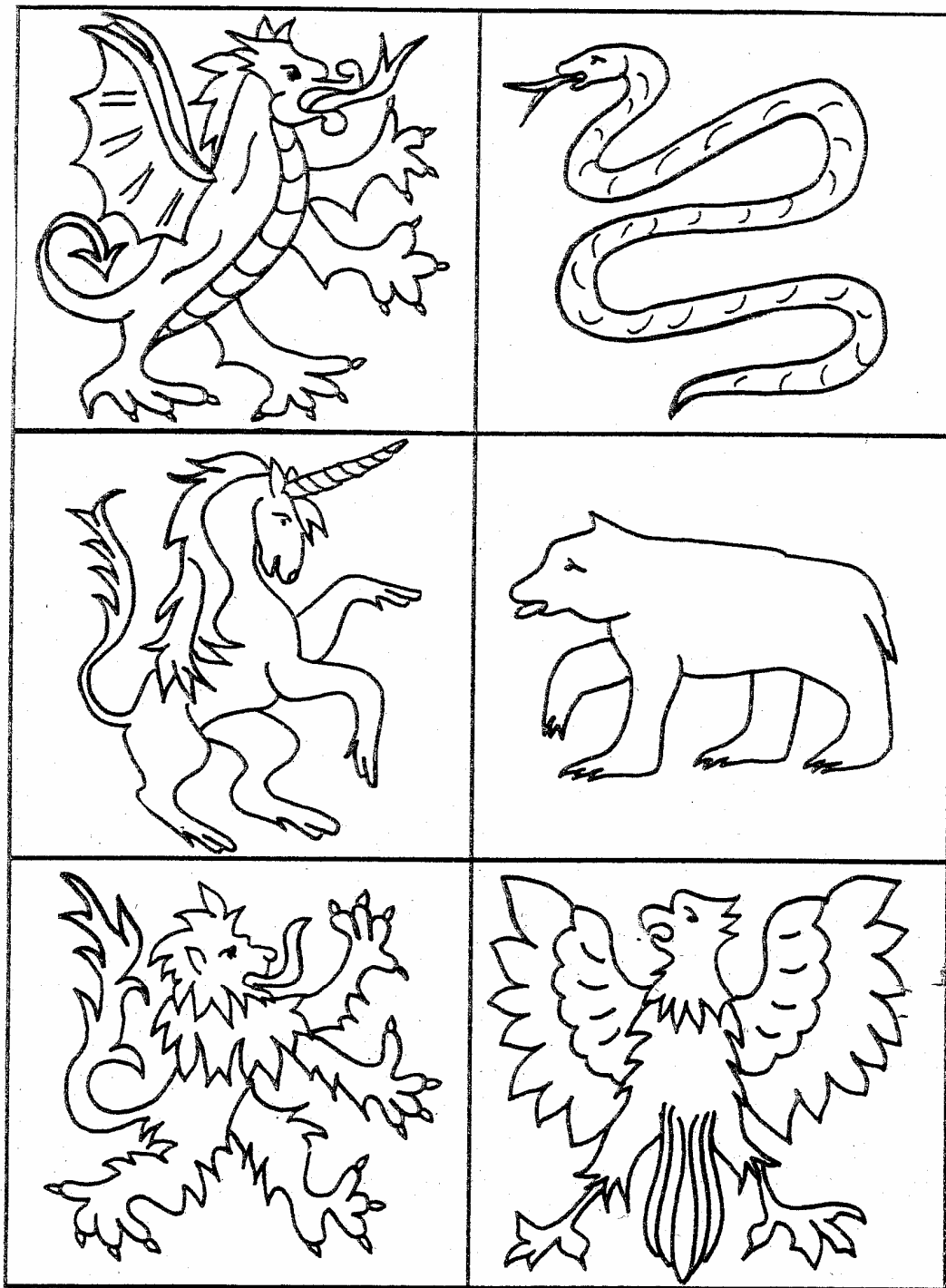
Code of Arms Symbols

Sun in splendor=glory and splendor, **Estoile or star**=glory, **Castle**=safety, **Harp**=calm person, **Tree**=new life from old, **Rose**=grace and beauty



Code of Arms Symbols

Griffin=valor and bravery, **Serpent**=wisdom, **Unicorn**=extreme courage, **Bear**=strength, **Lion**=courage, **Eagle**=person of action and noble nature



Appendix N1
Example Essay (Cover Page)

Roles of the Middle Ages

John Hancock
Mrs. XXXXXX
January 29, 2004

Example Essay

The Middle Ages was a time period from 500 to 1500 AD. During that time period there were several different roles that people played. Three of those roles were knights, merchants, and peasants.

If you were born a noble boy during the Middle Ages, you might become a knight. To become a knight one must complete the three stages of knighthood: page, squire, and knight. A page was seven years old and would live in another noble family's castle to learn manners. A squire was 14 years old and would help a knight prepare for battle and fight by his side. At the age of 19 the squire would be dubbed a knight during a formal ceremony. The knights first fought on horseback from 800 to 900 AD. Knights wore mesh armor or tiny metal rings linked together and a helmet. They carried a shield, lance, and sword. In the 1200's plate armor was added to the knight's armor because crossbows were invented. These could pierce through the mesh armor. First knee pads were added, and then the coat. Eventually the whole body of armor was made out of plate. Knights also had to abide by a code of chivalry or code of warriors. This stated that the knights were to defend the church, weak and women, have loyalty towards God, country, lord, and truth, and be generous, honest, compassionate, and courteous, especially to women. Knights were an important part of the Middle Ages, but so were merchants.

As equally important as knights, there were also merchants during the Middle Ages. Merchants were people who traveled east and throughout Europe to buy items at a cheap price and then later sell the items for more. Some common items they sold were silk, timber, and fish. The merchants' travels were very dangerous. There were few houses, poor roads, robbers, and pirates at sea. To store goods, food, and have shelter the merchants built towns. To keep these towns up and running they needed workers, so many people moved to the towns where they worked and lived. The towns were very noisy, dirty, and unsafe at night due to no electricity for lights. To help protect the towns, walls were built around them. Castles and manor houses were built inside. A typical day of a merchant began by rising at dawn. They worked very hard and made a nice living. Most merchants dressed better than nobles and could even pay for servants. The children went to school where they learned reading, writing, and math. Young boys would learn the family trade at four to twelve years old. Guilds made the merchants' businesses more orderly and pushed for quality and equality. The guild masters were very powerful and rich. They made it possible to build churches and cathedrals, which required bishops to run. Merchants were a very important function of the Middle Ages, as well as the peasants who took care of the land.

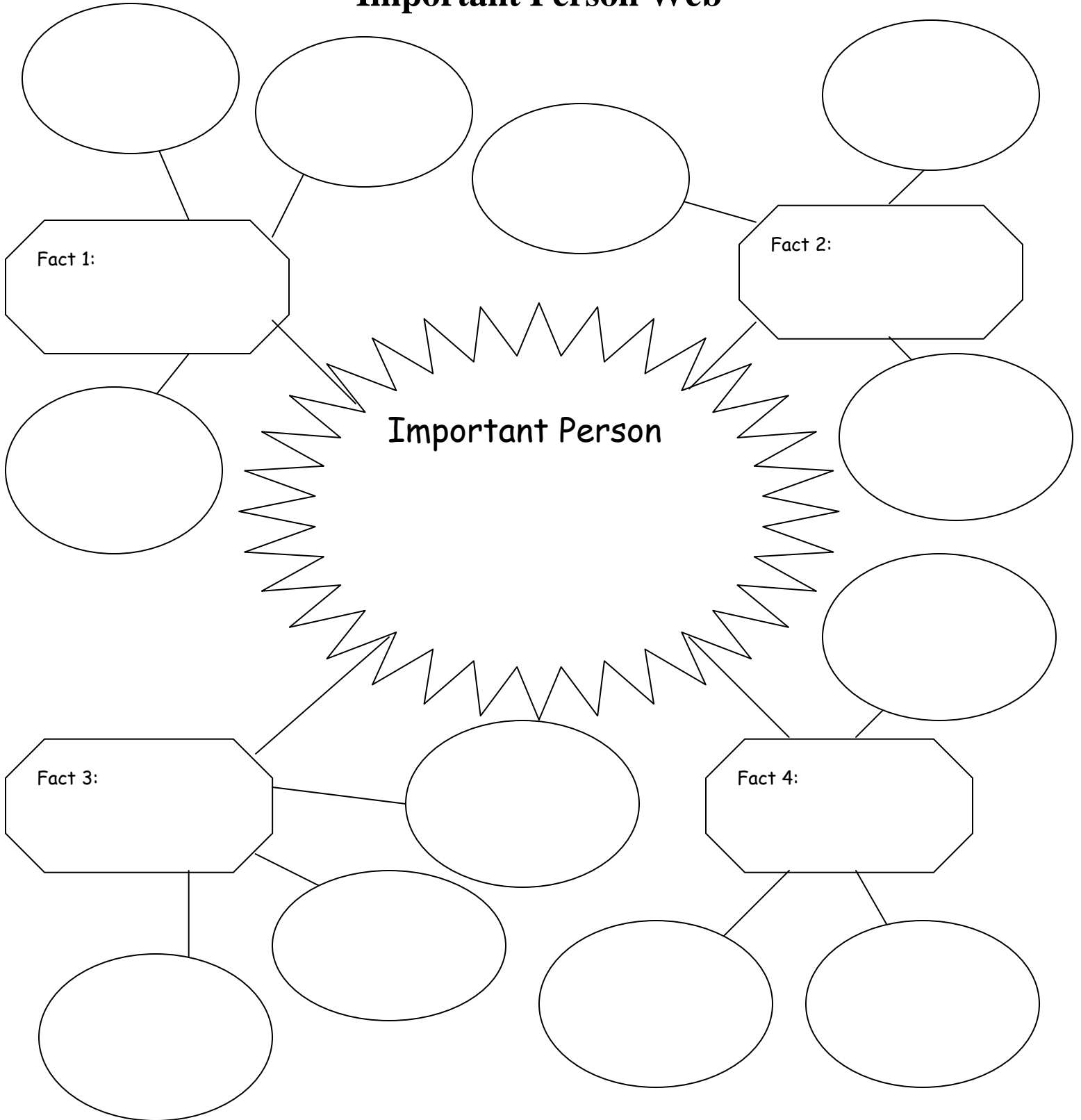
Peasants helped keep the people of the land alive by working the land for food. The peasants were poor but free people. To survive they had to live on a noble's land outside the towns' walls, which they had to work day and night. They lived in homes made with a wooden frame and clay and stick walls. A bucket was used for a bathroom and a straw pallet for a bed. Because of the fire built inside, the house was thick with smoke, which covered the stench of bad body odor. The peasants would rise at dawn to begin working the field, except on Sunday. Women cared for the animals, gardened, weaved clothing out of sheep's wool for

Example Essay

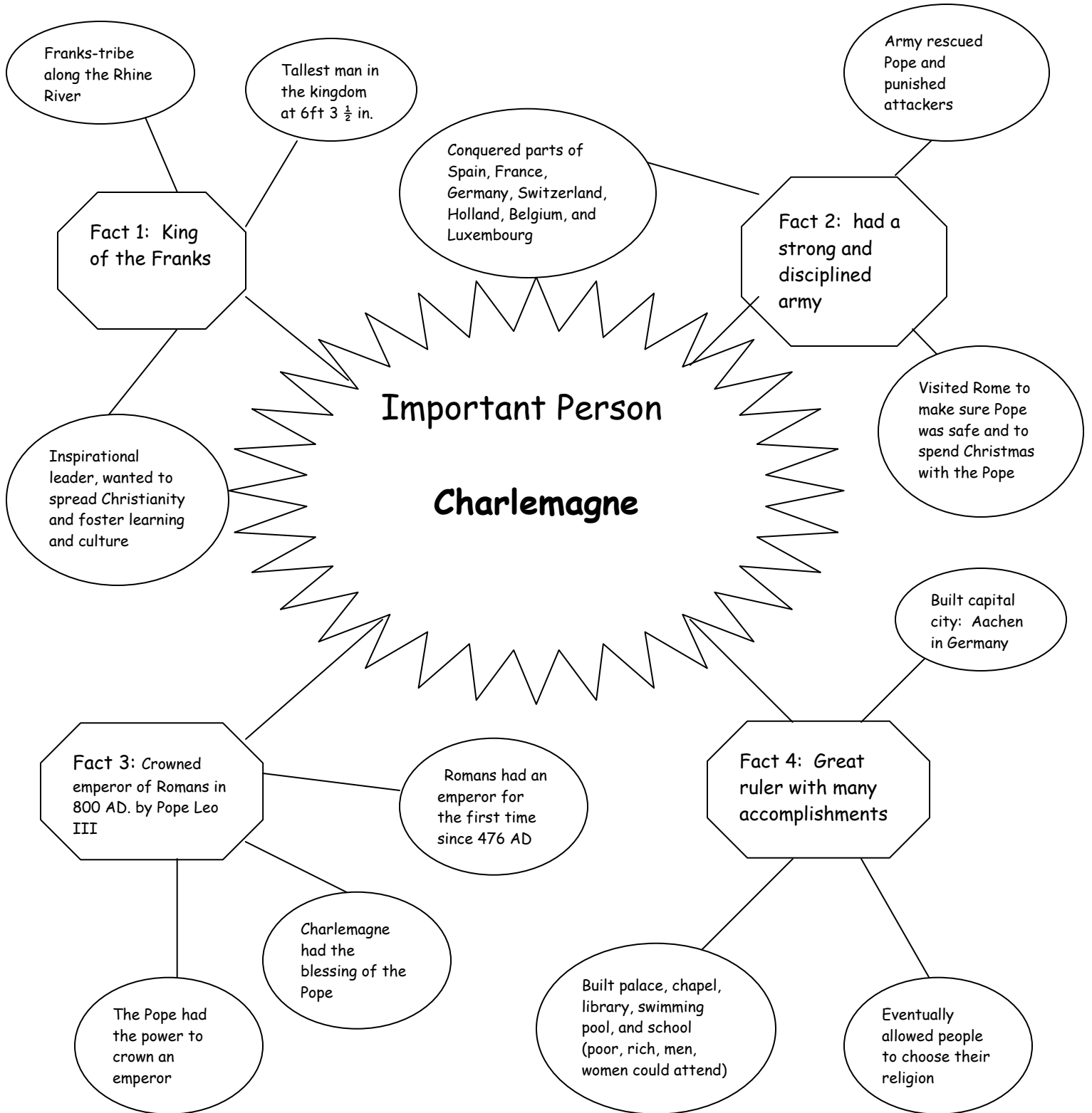
everyone, and cooked. The children had to begin working when they could walk. They were considered an adult at the age of 14. The Bubonic Plague or Black Death killed many peasants. The lords of the land created stricter laws, which caused the Peasant Revolts. The peasants observed two Holy Days. Candlemas was celebrated to begin the work in the field, and May Day was celebrated by tying ribbons around poles and dancing around them. The peasants' lives were not as glamorous as some, but many lives depending upon them.

As you can see the Middle Ages were full of diverse roles. There were valiant knights, clever merchants, and hard working peasants to name a few. Altogether they created a working society.

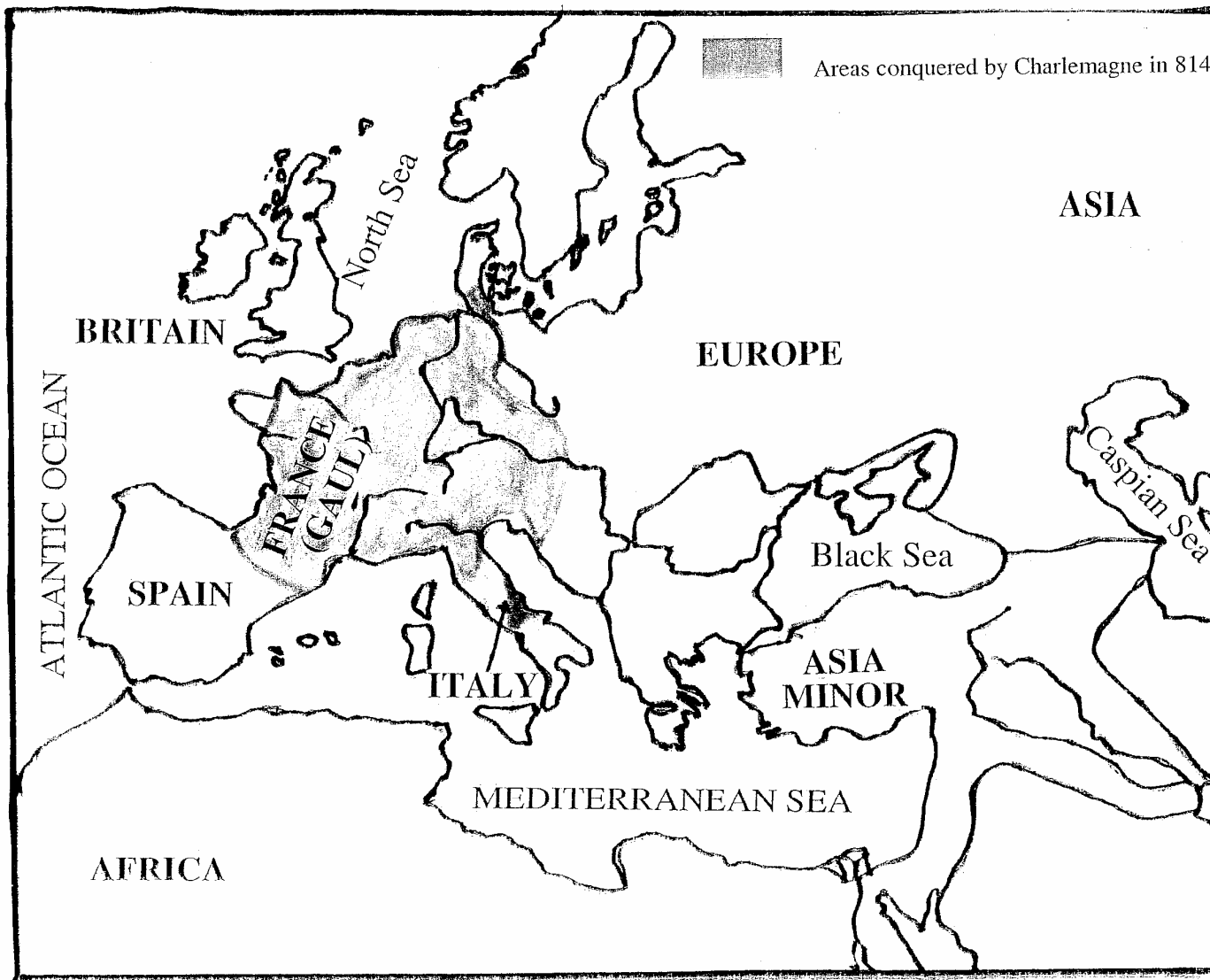
Important Person Web



Completed Important Person Web



Appendix P
Charlemagne's Empire



Appendix Q1

Medieval Important Person Web Quiz

Using your Important Person Webs, answer the following questions by writing in the correct important person's name. You must spell the names correctly! Each answer is worth 5 points each.

1. _____ became king of England in 1066 after defeating King Harold's army.
2. _____ was murdered by knights after King Henry II claimed he wanted to be rid of the priest.
3. _____ was married to and had eight children with Henry II.
4. _____ was forced by the townspeople to sign the Magna Carta.
5. After _____ was captured representatives from each branch of the Feudal System met together as parliament to form a new system of government.
6. _____ was burned at the stake by the English.
7. _____ was crowned emperor of the Roman Empire.
8. _____ was the great grandson of William the Conqueror.

Appendix Q2

Medieval Important Person Web Quiz Answer Key

Using your Important Person Webs, answer the following questions by writing in the correct important person's name. You must spell the names correctly! Each answer is worth 5 points each.

1. **William the Conqueror** became king of England in 1066 after defeating King Harold's army.
2. **Thomas Becket** was murdered by knights after King Henry II claimed he wanted to be rid of the priest.
3. **Eleanor of Aquitaine** was married to and had eight children with Henry II.
4. **King John** was forced by the townspeople to sign the Magna Carta.
5. After **King Henry III** was captured representatives from each branch of the Feudal System met together as parliament to form a new system of government.
6. **Joan of Arc** was burned at the stake by the English.
7. **Charlemagne** was crowned emperor of the Roman Empire.
8. **Henry II** was the great grandson of William the Conqueror.

The Knighting Ceremony

Objectives:

1. To simulate the knighting ceremony
2. To reward those students who have earned their knighthood by meeting specific expectations.

Materials:

1. A room that can be darkened quite a bit.
2. Shields (one for each student being knighted) made from cardboard: one side spray painted a solid color like purple with a red cross drawn on it. The other side spray painted a solid color with the students name written on it. (you could also paint cardboard swords, but knights received shields and golden spurs when knighted)
3. A large table with a white sheet placed over it.
4. On the table a big white candle place in a pie tin (for safety) is sat on the table along with a fake sword (plastic or painted cardboard is fine).
5. A Queen or King's outfit and crowns, depending on who is dubbing the knights.
6. Several rows of chairs for Squires about to become Knights and guests. The first front rows need to be marked reserved for the Squires. The number of chairs will depend on the number of students being knighted.
7. A large shield with the knights, vow written on it, so that the students can read from it during the ceremony. You could just use the one you created for the discipline chart. Just erase the steps to becoming a knight and write in the vow using a dark colored vis-à-vis marker. The vow is:

I vow
To be brave and honorable,
To maintain the right,
To redress wrong,
To protect women,
To give help to those in trouble, and
To show no mercy to the weak and defenseless.

The Knighting Ceremony

Procedures:

1. The guests are seated. The candle is lit.
2. The squires file in alphabetical order and sit in the designated seats.
3. The teacher (king or queen) explains that those squires about to become knights have fasted and then bathed to cleanse the blemishes of past life.
4. The teacher (king or queen) says, “Remember knights to keep your flesh from every stain if you hope to reach heaven and be ready to pour out your blood for the Holy Church. Now take your vow together by reading from the shield.” Every squire then reads the shield together.
5. The teacher (king or queen) calls the young squires up one-by-one and has he/she kneel before him/her. Using the flat of the sword on the table the king or queen strikes the squire lightly on each shoulder. As this is done the king or queen says, “In the name of God, St. Michael, and St. George, I dub thee knight _____(first name of student). Be loyal, brave and true.”
6. Have the young knight rise and return to his/her seat and call up the next child until all squires are knighted.
7. The king or queen explains to the audience that in the medieval times there would have been much pageantry in the castle courtyard in the morning. After the knighting each new knight would exhibit his skill in riding and the use of weapons. At the end of the day the knights would ride out over the drawbridge to their castle and land, if they had been given some, or in quest of adventure and fortune.
8. The candle is blown out by the king or queen and the ceremony is over.

Appendix S1

Character Description Assessment

Choose a character from the book *Robin Hood*. Name three character traits that this character possessed. For each trait, give a specific example from the book when the character displayed the trait. Be sure to give enough details for each example: names, places, dialogue, and actions involved.

Character: _____

Trait 1. _____

Example _____

Trait 2. _____

Example _____

Trait 3. _____

Example _____

Appendix S2

Character Description Assessment Rubric

Total points _____ X5= _____ /80= _____ % (letter grade) for reading

| | 4 | 3 | 2 | 1 | Points |
|----------------------------------|--|--|--|---|---------------|
| Character Name and Traits | The assessment lists a character and three traits | The assessment lists a character and two traits | The assessment lists a character and one trait | The assessment may or may not list a character and no traits | |
| Example 1 | The example is specific using names, places, dialogue, and actions involved. | The example is specific but is lacking one or two of the names, places, dialogue, or actions involved. | The example is specific, but is lacking three of the names, places, dialogue, or actions involved. | The example is vague or is missing all of the names, places, dialogue, or actions involved. | |
| Example 2 | The example is specific using names, places, dialogue, and actions involved. | The example is specific but is lacking one or two of the names, places, dialogue, or actions involved. | The example is specific, but is lacking three of the names, places, dialogue, or actions involved. | The example is vague or is missing all of the names, places, dialogue, or actions involved. | |
| Example 3 | The example is specific using names, places, dialogue, and actions involved. | The example is specific but is lacking one or two of the names, places, dialogue, or actions involved. | The example is specific, but is lacking three of the names, places, dialogue, or actions involved. | The example is vague or is missing all of the names, places, dialogue, or actions involved. | |
| TOTAL | | | | | |

Literature Circle Overview

Names of literature circle group members _____

Title of book group is reading: _____

The groups will meet on the following dates and will read the designated pages:

Date: _____ Read from page _____ to _____

Date: _____ Read from page _____ to _____

Date: _____ Read from page _____ to _____

Date: _____ Read from page _____ to _____

Date: _____ Read from page _____ to _____

The roles will rotate as follows:

Name/Role Date: _____ Name/Role Date: _____

1. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

4. _____ 4. _____

5. _____ 5. _____

Appendix T, page 2

Name/Role Date: _____

Name/Role Date: _____

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

Name/Role Date: _____

Name/Role Date: _____

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

Synonym Strip Maker

The Synonym Strip Maker helps group members increase their vocabularies by creating a set of synonym strips and sharing them with the group. Your role is to select unfamiliar words from the story and create a synonym strip for each of the words.

As you read, use sticky notes to tag pages that contain unfamiliar words. After you've finished reading your assigned pages, go through the tagged pages and select words for your strips. Copy the sentences onto the strips below, making sure to include the page numbers and to underline the vocabulary word in each sentence. Cut each strip along the dotted lines, making sure you do not cut the strips apart. Next, use a thesaurus and select three synonyms for each new word and copy the synonyms onto the back of each strip. During your group discussion, have your group members take turns reading the sentences and substituting the synonyms for the vocabulary cards.

Sentence 1: _____

_____ Page _____

Sentence 2: _____

_____ Page _____

Sentence 3: _____

_____ Page _____

Appendix U, page 2

Sentence 4: _____

_____ Page _____

Sentence 5: _____

_____ Page _____

Sentence 6: _____

_____ Page _____

Sentence 7: _____

_____ Page _____

Sentence 8: _____

_____ Page _____

Sentence 9: _____

_____ Page _____

Sentence 10: _____

_____ Page _____

Appendix V

Plot Person

The Plot Person helps clarify the plot of the story so all the literature circle group members agree and understand the events that have taken place in the story. In order to accomplish this, complete the plot chart below following this guideline: The character or characters represent **Somebody Wanted**. The **Somebody Wanted** something in the story. **But** there was a problem that got in the way or prevented this **Somebody** from getting what she **Wanted**. **So** the character or characters had to solve the problem.

Plot Chart: The Three Little Pig

Somebody: The three little pigs

Wanted: To build homes o their own and live happily ever after

But: The big bad wolf wanted to eat the three little pigs

So: The three little pigs tricked the wolf and lived happily ever after

Somebody: _____

Wanted: _____

But: _____

So: _____

Appendix W

History Connector

Your Role as the History Connector is to provide your group members with accurate additional information about the historical events, places and people mentioned in your book. Historical fiction is based on actual historical events, and historical accuracy is important in this type of fiction even though the conversations of characters are usually fictitious.

As you read, use sticky notes to tag pages that mention historical events, places or people. After you've finished reading your assigned pages, go through your tagged pages and select four subjects for possible research and list them below. Gather general research materials and decide which subject you would like to read more about. Supply the requested information below and share it with your group when you meet for discussion.

The four subjects that I am most interested in researching include:

Topic Choice _____

Title of first choice _____

Title of second choice _____

The reason I chose this topic and the reason this topic is significant in the story are because _____

Historical facts and information about the topic: _____

Appendix X

Scene Setter

The way an author describes a setting or an action can capture your imagination. Your role as the Scene Setter is to share your imagination with your group members by selecting three different scenes from the assigned reading and illustrating one in the space provided. After each scene, list three words that describe the scene.

Scene 1: _____page(s)_____

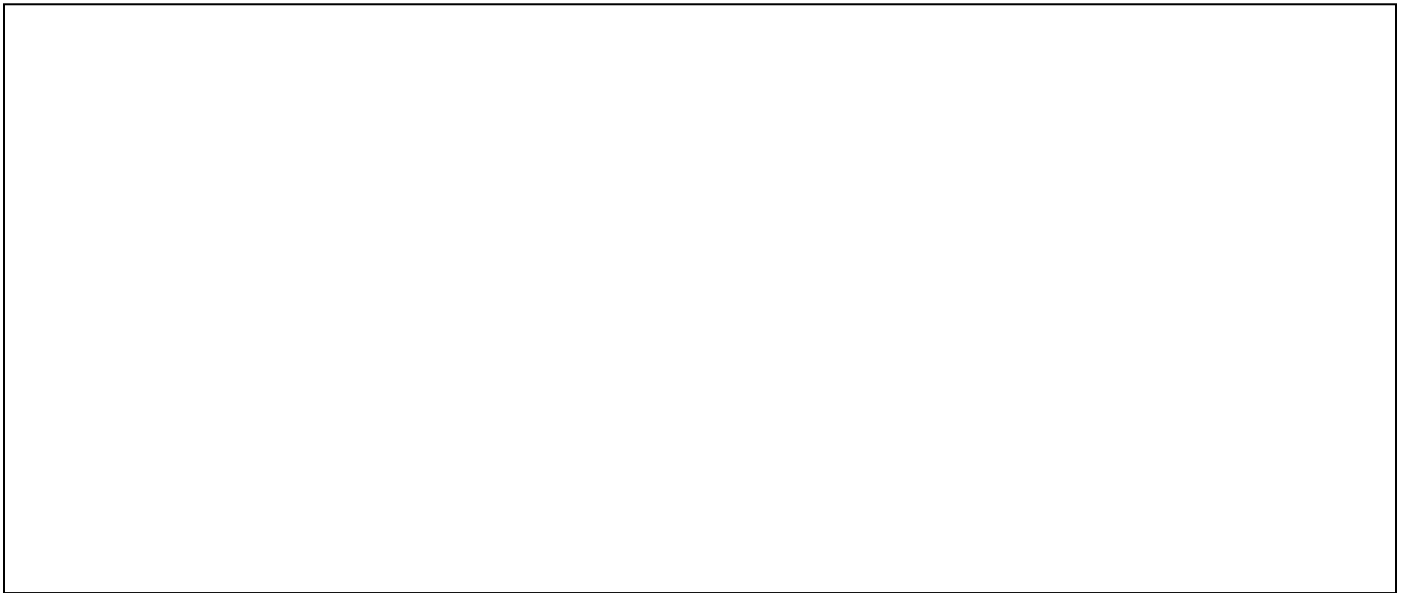
Three descriptive words:

Scene 2: _____page(s)_____

Three descriptive words:

Scene 3: _____page(s)_____

Three descriptive words:



I chose to illustrate the above scene because _____

Conflict Connector

The literary element of conflict is the main struggle that takes place in the story. Most stories usually center around one of four basic types of conflict. The conflicts are:

Character vs. Character

Character vs. Nature

Character vs. Himself or Herself

Character vs. Laws or Customs of Society

Your role as the conflict connector is to help your group members understand the type of conflict that exists in your book and to discuss the various ways the character(s) works through the conflict in an attempt to solve it.

In this story does the main character struggle with another character? If so, give examples:

In this story, does the main character struggle with storms, hurricanes, forest fires or any other acts of nature? If so, give examples: _____

In this story, does the main character struggle with himself or herself by being afraid, lonely, unhappy, or angry? If so, give examples: _____

In this story, does the main character struggle with rules, laws or customs that he or she is expected to obey? If so, give examples: _____

Of the four different types of conflict or struggles listed above, which conflict was the most dominant in the story? _____

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Identify three different ways the main character tried to resolve the conflict: _____

If you were the main character, would you have tried to resolve the conflict the same way or in a different way? Explain: _____
