

FAIRE TIME, MIDDLE AGES COME TO LIFE

Grade Level: Fourth Grade

Presented by: Jennifer England and Judy Bufford, Franklin School, Corvallis, OR

Length of Unit: Four to Six Weeks

I. ABSTRACT

This unit re-creates the excitement and diversity of the great Faires. Students choose roles and research parts. They synthesize information from Core Knowledge content taught for Europe in the Middle Ages to create costumes and props and formulate an authentic Middle Ages character. As the monk blesses the Faire, the lord and lady welcome all. A knight is dubbed and jousting begins. Merchants hawk their wares and troubadours entertain. To share this experience, we will provide practical tips and timelines for re-creating your own Faire. The lessons are outlined as activities because several activities will be going on at the same time.

II. OVERVIEW

A. Concept Objectives

1. To enhance knowledge of the Middle Ages period through hands-on activities.
2. To understand how people interacted according to their occupations, needs, and beliefs.
3. To apply knowledge to create an authentic Middle Ages character.
4. To recreate the excitement and diversity at the great Faires.

B. Core Knowledge Sequence

1. Europe in the Middle Ages
2. Developments in History of the Christian Church
3. Feudalism
4. Growth of Towns
5. Entertainment and music of the Middle Ages

C. Skills to be Taught

1. Creative Writing through a living history journal
2. Gathering information from a variety of sources
3. Connecting historical events to chosen character
4. Comparing and contrasting occupations and roles
5. Entertainment at the Faire
6. Construction of costume, props, and booth
7. Teamwork

III. BACKGROUND KNOWLEDGE

A. Teachers

Bishop, Morris. *The Middle Ages*. Boston: Houghton Mifflin Co., 1968, ISBN 08281-0487-5.

Hirsch, E.D. Jr. *What Your 4th Grader Needs to Know*. NY: Dell Publ. 1992.

Rastetter, Cheryl. *Travels with a Troubadour: A Journey Through the Middle Ages*.

Madison, Wisconsin: Demco Inc., 1996, ISBN 1-885360-12-6.

B. Students

Information from 2nd and 3rd grade Core Knowledge Sequence

Corbishley, Mike. *Cultural Atlas for Young People: The Middle Ages*. New York: Facts on File, Inc., 1990, ISBN 0-8160-1973-8.

Howarth, Sarah. *What Do We Know About the Middle Ages?* New York: Peter Bedrick Books, 1995, ISBN 0-87226-384-3.

McNeill, Sarah. *Spotlights: The Middle Ages*. New York: Oxford University Press, 1998, ISBN 0-19-521394-7.

IV. RESOURCES

Carlson, Laurie. *Huzzah Means Horray*. Chicago: Chicago Review Press, 1995, ISBN 1 55652-227-4.

Langley, Andrew. *Eyewitness Books: Medieval Life*. NY: Alfred A. Knopf, 1996, ISBN 0 679-880771.

Pofahl, Jane. *The Middle Ages: Everyday Life*. Minneapolis, MN: T.S. Denison & Co., 1993, ISBN 0-513-02194-9.

Pofahl, Jane. *Middle Ages Personalities*. Minneapolis, MN: T.S. Denison & Co., 1993.

Singman, Jeffrey L. and Will McMean. *Daily Life in Chaucer's England*. Connecticut: Greenwood Press, 1995, ISBN 0-3-3-29375-9.

V. ACTIVITIES

Activity One: Character Development

A. Objectives:

1. Students will research and develop a Middle Ages character.
2. Through character development, students will integrate knowledge learned/being learned in the larger study of Europe in the Middle Ages.
3. Students will record information and responses in a daily journal entry.

B. Materials:

1. Journal materials: notebook paper, tag board or other stiff board, wallpaper, twine and ribbon, hole punch.
2. Handout "Middle Ages Faire Characters" Appendix C
3. Handout "Living History Journal" Appendix D
4. Reference Materials

D. Key vocabulary:

lord, lady, peasant, serf, knight, troubadour, apprentice, joust, apothecary, cooper, tanner, calligraphy, jongular, journeyman, guild, tournament, relic, plague

E. Procedures/Activities

1. Introduce the Faire. If possible dress in medieval costume (or have volunteer do this). Use the handout "Middle Ages Faire Characters" Appendix C, to suggest possible character roles. Briefly describe what each character would do or sell at a Faire. Demonstrate typical clothing and briefly explain how it would vary according to one's occupation. Students may suggest other period appropriate characters to add to the list. Allow students time to pick their top three choices. Make it clear that you will try to match students with one of their choices but that roles must be balanced or the Faire will not be successful. Explain that teacher reserves the right to assign roles when needed.
2. Determine what character each student will play. Make a master list to post in the room. Announce parts to students.
3. Make journals from available materials. Covers can be made from pieces of wallpaper or tag board decorated with medieval scenes, character's shield etc. Use regular notebook paper. Punch holes in the covers and then bind using twine or ribbon. (different materials and binding could reflect status of characters).

4. Use available reference materials to begin research. Give students a copy of handout "Living History Journal", Appendix D. Students should record all information in their journals. See bibliography for suggested reference materials.
 5. Students make invitations for school & district personnel, newspaper etc.
 6. Allow time each day for students to write in their journal. Ask them to write as if they are back in time preparing for Faire.
 7. Introduce historical events at weekly intervals; encourage students to react as their character might and record this in their journals. Some examples might be: attack by a neighboring lord, catastrophic weather conditions (flood, drought, cold etc.), pestilence, special events (birth, wedding), church related events (viewing relics of a saint), or other topics you study.
- F. Evaluation/Assessment:
1. Journal entries will be graded.
 2. Students will read aloud at least one journal entry each week.
 3. Students will portray their character at the Faire.
 4. Students will evaluate own performance at the Faire and make suggestions for next year's fourth grade class.
- G. Standardized Tests/State Test Connections:
- Students will write an expository piece to compare/contrast roles and expectations in the Middle Ages.

Activity Two: Character Development/Costume

- A. Objectives:
1. Students will create an appropriate costume for their Middle Ages character.
 2. The use of costumes enhances the reality of the role portrayed. Differences in costumes reflect the student's understanding of the class, occupation, and origin of their character.
 3. Students will research, design, and wear their costume at the Faire.
- B. Materials:
1. Used items: knit dresses, sweat pants, sweat shirts, leggings or tights, capes, belts, robe, mugs
 2. Fabric and accessories to make clothing, beads etc.
 3. Straws and yarn for straw weaving (four straws and ball of yarn/student)
 4. Brown paper bags, yarn, hole puncher
 5. Plastic sword, armor, etc.
- D. Key vocabulary:
- kirtle, smock, tunic, surcoat, wimple, hennin, poulaines, cotehardie, chain mail, gauntlet
- E. Procedures/Activities
1. Begin acquiring costume pieces. See Appendix A, Timeline and Appendix B, information letter to parents.
 2. When introducing the Faire (Activity One), an overview of basic costume pieces should be given. While most Middle Age people wore similar styles (i.e. layers of tunic, kirtle or surcoat, cotehardie, leggings) the materials, cut, color and decorations varied with rank, see Appendix E.
 3. Students continue to develop their character. They should meet with costume manager to put together a costume using available items. Store costume in individual labeled bags for easy access. Students and parents may make needed parts.

4. Students make at least one money pouch as an accessory to their costume. Distribute lunch sized brown paper bags. Have students crumple and smooth out the bag as many times as possible. The more crumples, the more worn and leather-like the bag becomes. Punch holes with hole punch about one inch from the top around the bag. Thread yarn through the punches and pull tight. The bag is hung from the belt.
 5. Students make a belt using straw weaving, see Appendix F, for directions.
 6. Allow students to wear costumes for guest speakers, or other special events prior to the Faire. Have a dress rehearsal the day before the Faire so that students are comfortable in the costume and you can make a quick inventory of needed items.
- F. Evaluation/Assessment:
Students wear costumes at the Faire. They should be able to explain their costume to Faire goers.
- G. Standardized Tests/ State Test Connections: None

Activity Three: Character Development/Crafts and Props

- A. Objectives:
1. Students will craft goods and develop props that reflect their occupation.
 2. This hands-on approach allows students to create and craft items to sell at the Faire using knowledge learned during this unit.
 3. Students will use research, design, critical thinking, and time management skills to make their wares.
- B. Materials:
Varies with occupations chosen, see Appendix G, Crafts and Wares.
Aim for inexpensive crafts and use donated materials whenever possible.
- D. Key Vocabulary:
spindle, distaff, loom, illuminated manuscript, stained glass, tapestry
- E. Procedures/Activities
1. When introducing the Faire concept, discuss possible crafts associated with the different occupations.
 2. Once occupations are chosen, have students identify what trade goods they want to sell. Have them make a list of materials needed, estimate time needed to make wares, and cost. Solicit donations and help from parents, Appendix B, letter to parents.
 3. Schedule class time each day to make trade goods. Students can help each other with more time intensive crafts. Determine a plan for storage of finished and unfinished crafts.
 4. Students should identify props they will need to portray their occupation. Have students make a list of materials needed. Solicit donations or plan construction of props.
- F. Evaluations/Assessment:
Students sell their wares at the Faire. They should use appropriate vocabulary in explaining their product to Faire goers.
- G. Standardized Tests/ State Test Connections: None

Activity Four: Character Development/Booths

- A. Objectives:
1. Students will construct booths and signs representative of their occupation.
 2. This allows students to construct a booth from which to peddle their wares.
 3. Planning and construction of booth involves measurement, design, teamwork.
- B. Materials:
Booth construction--wardrobe or refrigerator boxes, large cardboard boxes
Stalls: tables, boards or planes, sawhorses, stools, tables, desks
Sheets or tablecloth coverings
Ready made gazebos or tents
Signs--tag board, markers, scissors, construction paper
- D. Vocabulary: See above
- E. Procedure/Activities:
1. Have students identify type of booth and the type of materials they need. Decide how to display craft items.
 2. Construct and decorate booths. Provide adequate time to complete booth and space to store parts.
 3. Make trade signs using tag board and markers. Because most medieval people were illiterate, do not use words. Refer to student journals with designs sketches for shop signs.

4. Have the lord make a map of the Faire grounds and mark the location for booths and other activities. Map can be displayed at entrance to Faire--again no words, just pictures.

- F. Evaluations/Assessment:
Creativity is used to design booths and signs. Items are displayed adequately.
- G. Standardized Tests/State Test Connections: None

Activity Five: Medieval Entertainment

- A. Objectives:
 - 1. Students will learn various games, dances, and other medieval forms of entertainment.
 - 2. Students will understand the origin of entertainment still used today.
 - 3. Elements of art, music, and dance will be integrated into student's learning.
- B. Materials:
tag board, game pieces, ruler, scissors, paper mache, yarn, socks, fabric, juggling balls, wood stilts, music, tape or CD player, cabbage heads, Punch and Judy play script, puppet theater
- D. Vocabulary:
minstrels, puppeteer, acrobat, jongular, hoodman's blind, draughts, Gregorian chant
- E. Procedures/Activities:
 - 1. Music:
 - a. Introduce Anonymous 4 musical group, four women who focus on music from the 11th through 14th century. Members have variety of training in medieval musicology, baroque flute and recorder, Renaissance and baroque vocal and choral music, traditional folk songs. Chants would have been sung by monks, nuns, or in public cathedrals by highly trained male singers. Play music throughout the weeks as students make crafts, work on booths.
 - b. Discuss role of Church and Gregorian Chant. Play music.
 - 2. Punch and Judy Puppets:
 - a. Copy scripts from Punch and Judy puppet shows. Allow students to read and try out for parts.
 - b. Have students make simple paper mache or sock puppets. Make simple props to go with scripts. Allow time for daily practice.
 - 3. Games:
 - a. Six days before Faire, divide students into groups to make game boards. Suggested games include: Nine Men's Morris, Draughts, Three Throws, Gluckshaus.
 - b. Print out rules for play and attach to game boards.
 - c. Set up rotation schedule so students can play several games. Encourage students to practice their "handy and useful words to know", see Appendix H.
 - d. Play hoodman's blind and kick the cabbage during PE.
 - 4. Dance:
 - a. Two days before Faire, reserve a large room (gym, music room). Set up music.
 - b. Demonstrate dance steps and teach steps to students, Appendix I. Allow time to practice without music first. Practice again at dress rehearsal. Videotape to show next year's class.
- F. Evaluation/Assessment:
Students participate in dances and games during the Faire. They invite guests to join in and are able to teach game play or dance steps to others.
- G. Standardized Tests/State Test Connections: None

Activity Six: Tournament

- A. Objectives:
1. Students will write and role play activities associated with knighthood, tournaments, and heraldry.
 2. Knights played an important role in feudal system. They adhered to strict codes of conduct and engaged in tournaments. Examples of these can be found in present day life.
 3. Skills in research and creative writing (dubbing ceremony, class code of conduct, etc.) and research and reenactment of games for Faire goers (props, safety rules, etc.) will be used.
- B. Materials:
- Jousting: large cardboard boxes, felt or fabric pieces, yarn, markers, scissors, rolled newspaper, medium sized nerf ball, construction paper, tape, archery game, bale of hay
- Heraldry: tagboard, markers, scissors, fabric
- Scrolled paper, markers, seal of lord
- D. Key vocabulary:
- chivalry, joust, tournament, adubment, squire, page, golden spurs, coat of arms lance, mace
- E. Procedures/Activities:
1. Lord and lady plan procession for Faire. They write welcoming speech and dubbing ceremony. They prepare final drafts on scrolls for public reading and display.
 2. Knights prepare tournament props. Horses can be made from large cardboard boxes (student steps into box--open flaps at top and bottom). Yarn attaches to box top and goes over knight's shoulders. Cloth is draped over sides of box to cover knight's legs. Mane and head of horse are attached to main body. Lances can be made from rolled newspaper; nerf ball covered in black cone shaped pieces creates a mace. Swords and shields can be made or purchased.
 3. Knights plan tournament games keeping safety in mind. They determine space needed for tournament events and arrange this with lord. See Appendix J, jousting.
 4. Students role play parts.
- F. Evaluation/Assessment:
- Students participate in tournament jousts. They participate in mental battle games like chess when not jousting. Knights supervise archery contests.
- G. Standardized Tests/State Test Connections: None

Activity Seven: Food Preparation

- A. Objectives:
1. Students prepare and package food items to sell at the Faire.
 2. Students understand and appreciate the food and food-related manners and habits of this time period. They will compare food appeal now to food then.
 3. Students use reading, measurement, and research skills to make authentic medieval dishes.
- B. Materials:
- knives, cutting boards, plastic sandwich baggies, food dehydrators, apples, bananas, grapes, cheese, French bread loaves, jugs of apple juice, fruit tarts, beef jerky (optional), coolers and ice to keep juice cold, wooden plates, bowls, baskets, towels or other food coverings, paper cups and napkins for guests.
- D. Key Vocabulary:

- trencher, spices, produce, dairy, barter, pies and tarts, pocket pies, mead, subtleties
- E. Procedures/Activities:
1. Solicit donations of bread, cheese, fruit, jerky etc. from local markets. Students can write business letters to merchants requesting items for Faire. See Timeline, App. A.
 2. Ask parents to donate jerky or bake tarts. Use money from student donations (\$5.00 each) to supplement food costs. Purchase items that are not donated.
 3. Borrow 4-6 food dehydrators. Arrange for parent supervision and space for food preparation sessions.
 4. Dehydrate banana spears, apples slices and grapes. This will take several days. Put a few pieces of each fruit into sandwich baggie and tie. Store in refrigerator until Faire. If you dehydrate jerky, it is expensive and will take more time. Refer to specific dehydrator guidelines for times and amounts.
 5. On the morning of the Faire, cube cheese and put few pieces into plastic sandwich baggies. Tear bread into chunks and put out on wooden trays/ baskets. Cover.
 6. Put apple juice into coolers to chill.
- F. Evaluation/Assessment:
Students serve food to Faire guests. They are able to describe what food was like in the Middle Ages.
- G. Standardized Tests/State Test Connections: None

VI. CULMINATING ACTIVITY

Faire

- A. Objectives:
1. Students will simulate a medieval Faire through active participation.
 2. Researched character roles, props, and costumes will add to Faire authenticity.
 3. Integration and application of major learning concepts from Europe in the Middle Ages will be emphasized.
- B. Materials:
Costumes, booths, props, crafts, music
- D. Key Vocabulary:
Some Handy and Useful Words to Know, Appendix H
- E. Procedures/Activities:
1. Arrange for parent volunteers to help set-up Faire (allow about one hour for this). Students can work together to carry and assemble booths, display materials etc. Students can display their own wares, shop signs, props, etc.
 2. Dress in costumes and appropriate accessories. Each student needs the paper bag pouch and a ceramic mug tied onto their belts.
 3. Banker gives Faire currency to Faire participants.
 4. Participants in costume line up at entrance to Faire awaiting arrival of lord and lady.
 5. Lord and lady begin the procession. Others curtsy and bow as they pass.
 6. Lord and lady walk to throne; lord welcomes guests to Faire.
 7. Monk blesses the crowd.
 8. Lord performs adubment of knight and announces tournament games.
 9. The games begin--huzzah!
 10. Merchants and entertainers return to their booths. Faire goers exchange their foreign currency for Faire currency.
 11. Trade begins.
 12. Scheduled puppet shows, games, etc. are announced by the troubadour or other person.

13. Ongoing dancing, music, and events occur.
 14. Pickpocket and guard role-play parts. Lord decides when pickpocket is put into stocks for public display.
 15. Clean up area and collect props, costumes, samples of wares for storage.
- F. Evaluation/Assessment:
Participants play their roles and are able to discuss them with guests.
Students make a final journal entry describing this event. What was most exciting or fun?
What was most challenging? Suggestions for next year's Faire.
- G. Standardized Tests/State Test Connections: None

VII. HANDOUTS/WORKSHEETS

Appendix A Timeline for Planning Activities

56 days to Faire: Begin study of Middle Ages in Europe. Plan short and long term storage of props, booths, and other materials.

42 days to Faire: Send letter home to parents informing them of the upcoming Faire and soliciting specific donations, Appendix B.

19 days to Faire: Parent volunteers begin costume and prop preparation, Appendix E.
Solicit donations from local stores.

15 days to Faire: Introduce Faire concept to class, preferably have someone dress in costume. Review possible characters students can choose to be; have them pick top three choices, Appendix C. Outline activities and expectations for the next 3 weeks. Have students prepare invitations to send to school and district personnel, newspaper, and other special guests.

14 days to Faire: Assign characters. Students begin character research and make journals, Appendix D.

13 days to Faire: Work on Character Development, Appendix D.

12 days to Faire: Begin costuming, Appendix E.

11 days to Faire: Do straw weaving belts and make paper bag satchels, Appendix F.

10 days to Faire: Begin work on craft items to sell, develop roles, practice role-playing.

6 days to Faire: Make board games. Teach rules and play games.

5 days to Faire: Begin booth building, make shop signs or coat of arms.

4 days to Faire: Begin food preparation.

2 days to Faire: Teach dance.

1 day to Faire: Dress rehearsal

Faire Day: Huzzah

After Faire: Evaluate and make final journal entry

Appendix B
Parents' Information Letter

GOOD DAY TO THEE, MY LORDS AND LADIES,

IT BE FAIRE TIME AGAIN AND THE YOUNG MASTERS AND MISTRESSES OF THE FOURTH GRADE WOULD ENLIST THY GRACIOUS AID. WE HAVE NEED OF VARIOUS AND SUNDRY ARTICLES WHICH MAYHAP THOU MIGHT PROVIDE...

LEATHER BELTS
CANDLES TO DECORATE
OLD SOCKS FOR PUPPETS
TARPS, TENTS AND AWNINGS
FOOD DRYER TO PREPARE VICTUALS
CRYSTAL BALL FOR THE FORTUNE TELLER
SOLID COLOURED MATERIAL FOR COSTUMES
LARGE CARDBOARD BOXES FOR FAIRE BOOTHS
CLOTHES DRYING RACKS TO DISPLAY WARES
TOY SWORDS, SHIELDS, AND ARMOR (PLASTIC!)

IF ANY BE FAIR WITH NEEDLE AND THREAD, THY SKILLS WOULD BE WELL USED. THOU ART CORDIALLY INVITED TO DON THY MEDIEVAL RAIMENT AND JOIN THE MERRIMENT.

SUCH A FAIRE IS SUPPORTED BY THE LORD AND LADYÆS TAX, A MERE 5 DOLLARS FOR EACH YOUNG MASTER AND MISTRESS, WHICH YOU MY LORDS AND LADIES, ARE HEREBY GRACIOUSLY REQUESTED TO RENDER WITHIN A FORTNIGHT.

THE FAIRE WILL COMMENCE AT ONE OÆCLOCK ON THE
17TH DAY OF APRIL, IN THE YEAR OF OUR LORD 1998.

Appendix C Middle Ages Faire Characters

Name _____

During the Middle Ages, people became interested in trading goods with foreign countries. People traveled from great distances to attend these Faires. Food, dancing, music, and sporting events were all part of the festivities. Merchants set up display booths in tents or market stalls. Sometimes they sold their wares from wagons or stands. At first people bartered for goods rather than using money. As trade increased, merchants began using coins.

The Fourth Grade Middle Ages Faire will be held on _____.

For the next _____ weeks, we will busily research our characters, design costumes, put together booths, and make wares to sell. We have lots to do . . . what fun!

Please think about the different types of merchants, entertainers, and people at the Faire. Pick your top three choices (write 1 by your first choice; 2 by second; 3 by third). Roles will be matched to requests when possible. Remember that it is important to balance occupations for a successful Faire.

Entertainers

- juggler/jester
- acrobat
- magician
- story teller/puppeteer
- musician/troubadour
- fortune teller
- other _____

Sporting Events

- archery
- jousting/tournament games
- chess/royal games for lord & lady
- other _____

People

- lord
- lady
- pickpocket
- guard
- monk/bishop
- nun
- beggar
- knight
- banker
- other _____

Merchants

- weaver
- gems and precious stones
- silk and ribbons
- fragrance stand
- apothecary (medicine, superstitions)
- candle maker
- stained glass
- clay pots/baskets
- goldsmith/silversmith
- blacksmith
- cooper
- tanner
- head wreaths
- toys, games, puppets
- wreaths/bouquets
- calligraphy
- cross-stitch
- other _____

Food

- bakery/cheese
- dried meat and fruit
- drinks (apple juice)
- tarts and subtleties
- other _____

Appendix D

Living History Journal

Imagine that you are living in Europe. It is the middle of the 12th century. You are preparing for the Trade Faire that will be held in a month. Who you are, where you live, and what you do for an occupation will influence your participation in the Faire.

To develop your character role for our Middle Ages Faire, you must first decide on a name and occupation. Research your family name, trade and where you live. Record your responses to the following questions in your journal.

1. Often people in the Middle Ages used occupations for their last name/family name. What is your full name? Describe how it is related to your occupation.
2. Describe your character and members of your family. (physical description, age, etc.).
3. In what European country do you live? Do you live in a village or in the country. Why do you live there? Sketch and describe your home and living conditions.
4. Describe your occupation and level of experience. (apprentice, journeyman, master).
5. List vocabulary and give meanings for words associated with your occupation.
6. What tools are needed for your occupation and what are they used for? Make a quick sketch and label tools.
7. What materials are needed for your occupation?
8. Sketch and label the clothing you would wear on a normal day. Sketch and label the clothing you would wear for Faire. Keep authentic to your occupation and place in feudal society.
9. Describe your normal daily interactions with other people: nobility, church, merchants, town's people, serfs.
10. Describe an average day in your life from sun-up to sun-down.
11. Design a coat of arms and/or a shop sign for your occupation. This will be used as your identification mark for Faire materials.

Now step back in time as your character prepares for the great Faire. As you write in your living history journal, you will describe your daily life. How do historical events affect you? How are you preparing for Faire Time?

Every day you will make an entry in your journal. Historical events will be introduced on Mondays. Include these in your entries throughout the week. Try to respond to them as your character would. You will be asked to read at least one entry each week to the class. Your final entry will be the day after our Faire.

Appendix E Costumes

Boy Merchant Costume:

oversized hooded sweatshirt, cut short with box trim
long sleeve shirt
belt, bag, mug
sweat pants or leggings
or
short sleeve oversize shirt
long sleeved shirts
belt, bag, mug, hat
leggings or sweat pants

Rich Merchant:

tunic shirt, gold belt
leggings or sweat pants
robe, hat

Lord:

same as rich merchant only richer
purple robe and gold crown

Girl Merchant Costume:

long sleeve woman's knit dress with sleeveless over dress or short sleeve woman's knit dress with pin-on sleeves
hat, belt, bag, mug (hats: hennin, ring, wimple, veil with beaded band)

Lady:

same as girl merchant
richer fabric
red, purple, gold in costume

Pickpocket:

poor version of merchant boy

Guard:

long sleeve shirt, leggings or sweat pants
sleeveless metallic over tunic or cloth tabard with crest
belt, sword, bag, mug

Monk:

dark, baggy, long-sleeved knit or coarse woven dress
rope belt, bag, mug

Knight:

gray long sleeve shirt
gray leggings or sweat pants
red tabard with white cross
boots, helmet, sword

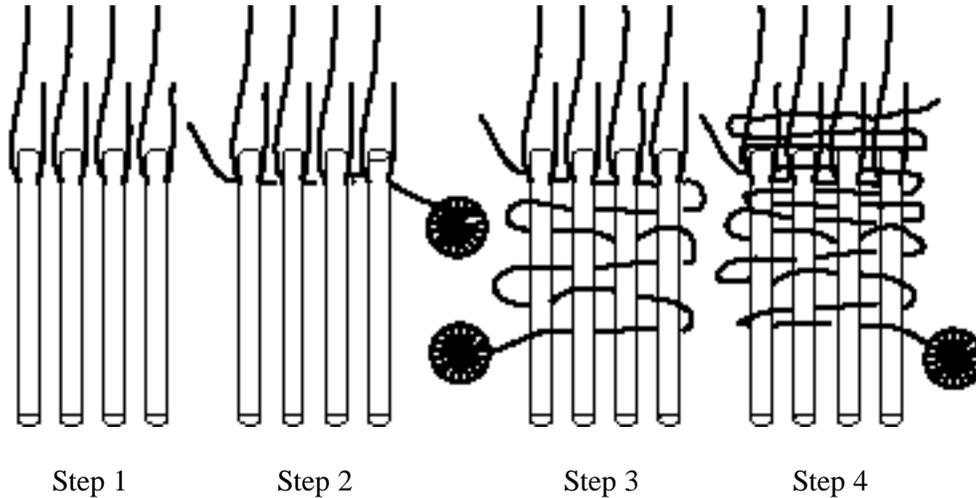
belt, bag, mug

Entertainers:

gaudy, bright versions of merchant clothing

Appendix F Straw Weaving

Each student needs 2 standard drinking straws cut in half, and one ball of yarn. Punch a hole one-half inch from the bottom of each straw half. Measure four lengths of yarn, each twice the circumference of the student's waist.



Step 1.

Thread each length of yarn through the hole in the straw half, leaving a six inch tail folded down.

Step 2.

Holding straws together in one hand, weave loose end of ball of yarn through straws and pull through, creating a six inch tail.

Step 3.

Weave yarn back and forth until two-thirds of straws are covered.

Step 4.

Slide straws up and push weaving down until weaving covers one-fourth of straws, continue weaving until two-thirds of straws are covered again. Repeat until weaving is done.

Appendix G Crafts and Wares

Banker:

In the Middle Ages, Faires attracted people from all over Europe. They would bring their own currency and exchange it for currency used at the Faire. If other classes are invited to your Faire, they can earn class money in the weeks before the Faire (homework, behavior awards, etc.). They can then exchange their class money for Faire money at the Faire "bank". The class putting on the Faire can earn different money which is also exchanged at the Faire. The banker designs the money and sets the exchange rate. Banker can research Knights Templar as part of character study.

Cloth/Ribbon/Embroidery Seller:

Research spinning, weaving, fullering, dyeing. Build a small loom and demonstrate weaving techniques. Prepare wool for spinning or do a dyeing demonstration. Suggested wares to sell include: wool, dyed wool, cloth, embroidered or cross-stitched items, ribbons, and rosettes made from ribbon.

Apothecary:

Research medicinal cures, remedies and superstitions of the Middle Ages. Display dried or fresh herbs, seaweed, tea, bottle of colored water. Suggested wares to sell: dyed sugar cubes, cinnamon hots (dried dragon's blood) etc. Props needed include a balance, cloth squares and twine to wrap around purchased items.

Stained Glass Seller:

Research glass making technique, motifs, and use. Suggested wares to sell include "stained glass" designs made from black construction paper and colored tissue paper. This is a time consuming craft so enlist help of others to make enough items.

Candle maker:

Research lighting and candle making techniques. Wares to sell include: candles that are commercially made but decorated by candle maker, melted crayons or wax in sand candle molds, hand-dipped candles. Parental supervision is essential!

Blacksmith/Goldsmith/Silversmith;

Research smithing, jewelry making. Suggested wares to sell: cheap "gold rings" (wedding decorations), napkin rings (paper towel rolls cut and spray painted gold or silver), chains, donated or thrift shop time appropriate metal objects, items made from foil, fools-gold.

Toy Seller:

Research game and toy items, childhood in Middle Ages. Suggested wares to sell: game boards such as Nine Men's Morris, chess, sock puppets, pinwheels.

Gems/Precious Stones Seller:

Research what was a precious stone. Wares to sell: polished rocks, gem-cut beads etc.

Food Seller:

Research diet, customs and manners for eating, Faire food. Suggested wares to sell include: cheese cubes, bread chunks, dried fruit, dried meat, apple juice, fruit tarts.

Pickpocket/Guard:

Research laws and punishment. Construct stocks that can be used for public display. Plan routine for stealing from merchants and decide if roles will be traded during the Faire or if one person will remain pickpocket the whole time. This is a popular occupation!

Appendix H**Handy and Useful Words to Know**

Huzzah-- hurray

Good morrow

Welcome to Faire

Good day to thee, M'Lord and Lady

Good Sir or Good Master, Noble Sir or Young Master (greeting a man or boy)

Good day, my good Mistress or Greetings, Sweet Lady (greeting a woman or girl).

Good morrow, Master Carpenter or Fyne daye Master Smith (greeting a tradesman)

Good Gentles (addressing a group)

Gramercy--thank you

Anon--good-bye

Nay-- I know not

Aye-- indeed

Slow thye speeche and think thee upon good and clear diction.

Vendors, call out thy wares.

Entertainers, let your voices be heard.

Proverbs

Don't count your chickens before they hatch.

One shears the sheep, the other the pig.

He casts roses before swine.

He's an ear-blower.

The world turns on her thumb.

It's a hoe without a handle.

He sits in his own light.

The pigs run loose in the corn.

He kills two flies with one blow.

She takes the hen's egg and leaves the goose's.

Appendix I**Dance**

Country line dance.

Dancers form two lines facing each other.

Dancers are an arm's length apart and have hands on hips.

Slide step 3 times to the right.

Slide step 3 times to the left.

Slide step 3 times to the right.

Slide step 3 times to the left.

Twirl around full circle to the right and then clap hands over head.

Twirl around full circle to the left and then clap hands over head.

Twirl around full circle to the right and then clap hands over head.

Twirl around full circle to the left and then clap hands over head.

Repeat dance steps sequence, going a little bit faster each time. Shout "Huzzah"!

Invite Faire goers to participate in the dancing which can be started up intermittently.

Appendix J

Jousting

Set up two to three poles in a row within the defined jousting area. Hang different "challenges" on each pole. Taking turns, knights charge on their noble steed towards the poles. Examples are:

1. Balance a soft ball on top of a pole. The object is for the knight on horseback to knock the ball off as he passes.
2. Put a cross piece of wood on top of a pole that can rotate. Hang a target on one end of the cross piece and a "mace" (ball covered with cone-shaped paper). The object is to hit the target without getting hit by the mace.
3. Put a cross piece of wood on top of a pole. Hang hoops of different sizes on the ends of the cross piece. The object is to spear and remove the hoops with the lance.

Have a knight start at one end of the jousting area or have two knights at opposite ends. Each knight should have a lance and be on a horse. On the given signal (a blown horn is good), the knight runs through the jousting course, completing as many challenges as possible. Repeat until all knights have competed. You can have additional runs to determine the winners. Faire goers can pick their favorite knight and cheer him on.

Archery

For safety, use suction cup arrows and a smooth target. A small white board with a target drawn on it works well.

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