

Feudalism

Grade Level or Special Area: 4th Grade

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Length of Unit: Six lessons (approximately six days, one day = 45 minutes)

I. ABSTRACT

This unit is intended to provide fourth graders with an overview of the system of feudalism that existed in Medieval Europe and to provide teachers with lessons to cover the requirements in the *Core Knowledge Sequence*. Through reading, class discussion, and activities, the students will gain a foundational knowledge of the feudal system, life on a manor, castles, and knighthood. This unit uses a variety of approaches to learning, including writing, creating diagrams, drawing, and developing a History copybook (or notebook).

II. OVERVIEW

A. Concept Objectives

1. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
2. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (Colorado History Standard 6)

B. Content from the *Core Knowledge Sequence* (pg. 92)

1. History and Geography: World History and Geography
 - a. Europe in the Middle Ages
 - i. Feudalism
 - a) Life on a manor, castles
 - b) Lords, vassals, knights, freedmen, serfs
 - c) Code of chivalry
 - d) Knight, squire, page

C. Skill Objectives

1. The students will write an oath swearing loyalty to a medieval king.
2. The students will identify and list the responsibilities of a medieval serf.
3. The students will design and label their own medieval manor.
4. The students will write a paragraph either in defense of, or in opposition to, feudalism.
5. The students will draw and label a medieval castle.
6. The students will identify and explain the three stages of knighthood.
7. The students will create their own shield that is unique to them and their interests.
8. The students will write their own code of chivalry.
9. The students will identify correct answers to fill in the blank, matching, and short answer questions.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, E. D. Jr. *Pearson Learning Core Knowledge History and Geography Level Four*
2. Hirsch, E. D. Jr. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher's Guide*
3. Hirsch, E. D. Jr. *What Your Fourth Grader Needs to Know*

- B. For Students
 - 1. Students will have background knowledge of the Middle Ages from previous study in fourth grade.
 - 2. Students will have knowledge about the Middle Ages from reading the stories of Robin Hood and King Arthur in fourth grade.

IV. RESOURCES

- A. *Pearson Learning Core Knowledge History and Geography Level Four* by E. D. Hirsch Jr. (a class set is preferable, but at least one copy for teacher use is needed; note – if these are not available at your school, you may also use *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages*) (all lessons except Lessons Three and Six)
- B. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher's Guide* by E. D. Hirsch Jr. (all lessons except Lessons Three and Six)
- C. Student copybooks – these are composition books created by the students as individual History books; regular notebooks or regular paper in a folder will also work (all lessons except Lesson Six)
- D. *Ms. Frizzles Adventures: Medieval Castle* by Joanna Cole (Lesson Four)
- E. *Castles* by Philip Steele (Lessons Four and Five)
- F. *Knights in Armor* by John D. Clare (Lesson Five)
- G. *Coat of Arms* by Catherine Daly-Weir (Lesson Five)
- H. Various books on castles as listed in the bibliography (Extension Activity)

V. LESSONS

Lesson One: A Feudal Society (approximately 45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - 2. Lesson Content
 - a. Lords, vassals, knights, freedmen, serfs
 - 3. Skill Objective(s)
 - a. The students will write an oath swearing loyalty to a medieval king.
- B. *Materials*
 - 1. *Pearson Core Knowledge History and Geography Level Four* books
 - 2. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher's Guide* (one copy for the teacher to help guide and facilitate discussion)
 - 3. Butcher (or chart) paper
 - 4. Student copybooks
 - 5. Green post-it sticky notes (one per student)
 - 6. Pink post-it sticky notes (one per student)
 - 7. Appendix A, page 1 (one per student)
 - 8. Appendix B (one as an example for the teacher)
- 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

D. *Procedures/Activities*

1. Before teaching this lesson, make a sign on butcher or chart paper. Label it “feudalism.” Draw a horizontal line across the paper. Put a 1 on the left side of the line, a 5 in the middle, and a 10 on the right side of the line (see Appendix B as an example).
2. Give each student a green post-it sticky note (any color will work, as long as all students have the same color). As a way to assess the students’ initial knowledge about feudalism, have each student place a sticky note on the chart. If they know nothing about feudalism, have them place it near the 1, if they have a lot of knowledge, have them place it close to the 10. If they have some knowledge, have them place it somewhere in the middle. All students must put a sticky note somewhere on the poster.
3. Review with students what they have learned so far about the Middle Ages (this will vary by class).
4. Have the students make a vocabulary page (or two) in their copybooks. On the board (or using an overhead projector), write and define the vocabulary words. Have the students write the words and definitions in their copybooks. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
5. Read chapter 6, “A Feudal Society” (pages 58-59) in the *Pearson Core Knowledge* books. As you read, ask the following questions to help facilitate discussion (note – the *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher’s Guide* is a great resource to help with questions):
 - a. Who were the important people in the Middle Ages? (those who owned land)
 - b. Who became the new nobility of society? (the soldiers who conquered the Germanic tribes)
 - c. Where did feudalism first appear? (in France)
 - d. Why did feudalism arise? (kings needed warriors to fight for them)
 - e. Whose supervision were the networks of lords and vassals under? (a king)
 - f. What does homage mean? (honor or respect)
 - g. What made feudalism work? (the king’s lords – also called dukes or counts – granted portions of their land to lesser lords and knights)
 - h. What law extended over all of Europe? (the sacred oath of loyalty a vassal took)
 - i. What does it mean that the titles and fiefs become hereditary? (they were handed down from father to son)
6. After reading the chapter, tell the students they are going to pretend that they are vassals to the king. They are about to swear their homage to the king in a sacred ceremony. First they need to write out their oath to the king (see page 59 in the *Pearson Core Knowledge* books as an example). Tell them this paragraph will be graded for content, mechanics, neatness, and creativity. Give them time to write this out in their copybooks (or assign as homework). **Special Education Accommodation:** Have the student copy the oath in the book, rather than create his own.
7. Pass out the pink post-it sticky notes (you may use any color as long as all students have the same color and it is a different color than previously used). As a way to assess the students’ knowledge about feudalism after instruction, have each student place a sticky note on the chart. If they still know nothing about

feudalism, have them place it near the 1, if they have a lot of knowledge, have them place it close to the 10. If they have some knowledge, have them place it somewhere in the middle. All students must put a sticky note somewhere on the poster. By looking at the chart, the students will have a visual picture of how much they have learned during this lesson!

E. *Assessment/Evaluation*

1. Students will be assessed by the chart on feudalism – both their initial knowledge, and the knowledge gained during the lesson will be assessed.
2. Students will be assessed on the completion of their oath of loyalty, which will be written in their copybooks (use Appendix A, page 1 to grade). Note – copybooks can either be graded every day, or collected and graded at the end of the unit.

Lesson Two: Manor and Serfs (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
2. Lesson Content
 - a. Life on a manor, castles
 - b. Lords, vassals, knights, freedmen, serfs
3. Skill Objective(s)
 - a. The students will identify and list the responsibilities of a medieval serf.
 - b. The students will design and label their own medieval manor.

B. *Materials*

1. *Pearson Core Knowledge History and Geography Level Four* books
2. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher's Guide* (one copy for the teacher to help guide and facilitate discussion)
3. Butcher (or chart) paper
4. Student copybooks
5. Green post-it sticky notes (one per student)
6. Pink post-it sticky notes (one per student)
7. Appendix A, pages 2 and 3 (one per student)
8. Appendix C (one as an example for the teacher)
9. Appendix D (one copy per student)

C. *Key Vocabulary*

1. Manor – the estate over which a lord had control; also the lord's house on the estate
2. Serf – a farm worker who was bound to live and labor on his lords' land
3. Fallow – unplanted land

D. *Procedures/Activities*

1. Before teaching this lesson, make a sign on butcher or chart paper. Label it "manors." Draw a horizontal line across the paper. Put a 1 on the left side of the line, a 5 in the middle, and a 10 on the right side of the line (see Appendix B as an example).
2. To review yesterday's lesson, ask students to share the oaths they wrote out to their lords (if there is time, you can have an act of homage ceremony, with the "lords" or students coming forward to swear loyalty to their "king" or teacher).
3. Give each student a green post-it sticky note (any color will work, as long as all students have the same color). As a way to assess the students' initial knowledge

about manors, have each student place a sticky note on the chart. If they know nothing about manors, have them place it near the 1, if they have a lot of knowledge, have them place it close to the 10. If they have some knowledge, have them place it somewhere in the middle. All students must put a sticky note somewhere on the poster.

4. Write the vocabulary words on the board or overhead. Have the students copy them into the vocabulary page in their copybooks. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
5. Read chapters 7 “To the Manor Born” and 10, “A Serf and His Turf” (pages 60-62, and 69-70) in the *Pearson Core Knowledge* books. As you read, ask the following questions to help facilitate discussion (note – the *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher’s Guide* is a great resource to help with questions):
 - a. Where did the lords of Europe live? (in a manor house or castle).
 - b. What was the manor estate like? (a village)
 - c. Identify the workers on the manor (serfs)
 - d. Explain the three-field system of farming used on manors (all cropland was divided into three parts; each year, one part was planted in the spring, one in the fall, and one left fallow)
 - e. If you lived in the Middle Ages, and were a freedman, would you choose to stay free or go back to being a serf? (answers will vary)
 - f. Identify where the word holiday comes from. (holy days)
6. Have the students draw and color a medieval serf in their copybooks, while you draw one on the board or overhead. As a class, brainstorm the many jobs and responsibilities a serf had (there are many, have them brainstorm at least five). Web these around the picture (see Appendix C as an example). **Special Education Accommodation:** Make a copy of Appendix C and have the students glue it in his copybook.
7. Pass out the pink post-it sticky notes (you may use any color as long as all students have the same color and it is a different color than previously used). As a way to assess the students’ knowledge about feudalism after instruction, have each student place a sticky note on the chart. If they still know nothing about manors, have them place it near the 1, if they have a lot of knowledge, have them place it close to the 10. If they have some knowledge, have them place it somewhere in the middle. All students must put a sticky note somewhere on the poster. By looking at the chart, the students will have a visual picture of how much they have learned during this lesson!
8. Pass out Appendix D, which explains the following assignment for the students. For homework, have the students design and label their own medieval manor. Review the different elements of a manor – the manor house or castle, the church, pastureland, workshops, the mill, serf’s huts, barns, and the three fields. Students may look at page 61 in the *Pearson Core Knowledge* book for an example. Tell the students they will need to have all the above parts drawn, colored, and labeled. This assignment should be done in their copybooks or on a plain piece of white paper, which will then be glued into their copybooks.

E. *Assessment/Evaluation*

1. Students will be assessed by the chart on manors – both their initial knowledge, and the knowledge gained during the lesson will be assessed.
2. Students will be assessed by completing the page on the serf and his responsibilities in their copybooks (use Appendix A, page 2 to grade).

3. Students will be assessed by correctly drawing, coloring, and labeling the parts of a manor in their copybooks (use Appendix A, page 3 and Appendix D to grade).

Lesson Three: A Feudal Game (approximately 45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
2. Lesson Content
 - a. Lords, vassals, knights, freedmen, serfs
3. Skill Objective(s)
 - a. The students will write a paragraph either in defense of, or in opposition to, feudalism

B. Materials

1. Jolly Ranchers (other candy or small trinkets will also work)
2. Bag or bowl
3. Appendix A, page 4 (one per student)
4. Appendix E (copied onto cardstock and cut up)
5. Appendix F (one copy made into a transparency)
6. Appendix G (one copy for the teacher)

C. Key Vocabulary

None

D. Procedures/Activities

1. Before the lesson begins, make copies of Appendix E on cardstock. Cut apart the different cards and mix them up. Place them in a bowl or a bag.
2. Review the previous two lessons by asking the following questions:
 - a. What was the system of government used in the Middle Ages? (feudalism)
 - b. Who was at the top of this system? (a king)
 - c. What was the arrangement between the king and his vassals? (the vassals were given fiefs of land by the king in exchange for their loyalty and services)
 - d. Could the vassals also give away portions of their land? (yes)
 - e. Who was the vassals land given to? (lesser lords and knights)
 - f. Who was at the bottom of the feudal society? (serfs)
3. Tell the students they will be playing a game to help them better understand the feudal system of government (Note – this game is based on the game Feudal M&M's from *World History Simulation* by Max Fischer). Go around the classroom and allow students to draw a card out of the bowl or bag. Have the students arrange their desks and get into their assigned positions according to Appendix F (put this up on the overhead for the students to see). Note – the setup for this game is based on having a class of nineteen students. It can easily be adjusted and changed for a class of a different size by simply adding more characters, or taking some away. However, make sure that there are more serfs than lords!
4. Pass out ten Jolly Ranchers to each student (do not allow the students to eat them yet!). Note – any candy will work for this game. Other ideas included M & M's or Skittles. Jolly Ranchers are nice because they are all individually wrapped. You may also use any kind of small trinket – such as pennies, erasers, tickets, etc.

5. Tell the students that it is the end of the harvest season. The serfs have been working hard to harvest all the crops. The candy or trinkets they have represent the crops they have harvested. Remind the serfs that they need to give a portion of all they grew for themselves to their lord. Have them hand over eight pieces of candy to their lord.
6. Remind these lesser lords or knights that they owe homage to their lord (also called dukes or counts). Therefore, they owe their duke or count six pieces of candy from **every** eight collected from their serfs. (If they had three serfs under them, they would owe 18 pieces of candy.)
7. Finally, remind the dukes and counts that they owe homage to their king. For **every** six pieces of candy they collected from their vassal (which was collected from their serfs), they owe the king four pieces. (Therefore, if the count or duke had two vassals under them, who had each collected 18 pieces from their three serfs, they would owe a total of 24 pieces to the king- 12 from each or their vassals, or four from each of the six serfs under them.)
8. Have the students count their candy or trinkets. These are theirs to keep (and eat!). In the example of a classroom of 20, each of the 12 serfs would be left with two pieces of candy. The four lesser lords or knights are left with 16 pieces of candy. The duke and the count each have 22 pieces of candy. The king has a whopping 58 pieces of candy! (See Appendix G as an example.)
9. As the students eat their candy, discuss the game with them. The serfs had to do the majority of the work, yet were left with hardly any of their “harvest.” The king did very little work (he just happened to be born into the right family!), yet he received a huge share of the harvest. Ask the students the following questions:
 - a. Is this a fair system? Why or why not?
 - b. How do the serfs feel? The lesser lords and knights? The duke and count? The king?
10. Point out that the serfs greatly outnumber the lords and the king. Do you think the serfs ever tried to revolt? Why or why not? (Remind students that the serfs had very little power and no weapons.) What would you do if you were a serf? Have the students predict what might happen if the serfs refused to harvest the lord’s crops. What motive (reason) did the serfs have for staying on the manor? (protection from the lord)
11. Have the students write a paragraph about the feudal system in their copybooks. Based on their opinion (and position in the game!) have them either defend feudalism (explain why it was a good system) or oppose it (why was it not a good system). Paragraphs will be graded on grammar, spelling, and by how well they were able to defend their position.

E. *Assessment/Evaluation*

- a. Students will be assessed on the paragraph they wrote (use Appendix A, page 4 to grade).

Lesson Four: Castles (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
2. Lesson Content
 - a. Life on a manor, castles

3. Skill Objective(s)
 - a. The students will draw and label a medieval castle.
- B. *Materials*
1. *Pearson Core Knowledge History and Geography Level Four* books
 2. *Ms. Frizzle's Adventures: Medieval Castle* by Joanna Cole
 3. *Castles* by Philip Steele
 4. Butcher (or chart) paper
 5. Student copybooks
 6. Green post-it sticky notes (one per student)
 7. Pink post-it sticky notes (one per student)
 8. Appendix A, page 5 (one per student)
 9. Appendix H (one copy made into a transparency)
 10. Appendix I (one copy for the teacher)
 11. Appendix J (one copy per special education student)
- C. *Key Vocabulary*
1. Keep – the center of a castle
 2. Moat – a big ditch around a castle; often filled with water
 3. Siege – an attack on a castle
 4. Great Hall – the largest room inside the castle
 5. Bailey – area inside the castle wall
- D. *Procedures/Activities*
1. Before teaching this lesson, make a sign on butcher or chart paper. Label it “castles.” Draw a horizontal line across the paper. Put a 1 on the left side of the line, a 5 in the middle, and a 10 on the right side of the line (see Appendix B as an example).
 2. To review yesterday’s lesson, ask several students to share the paragraphs they wrote about the feudal system. Make sure to choose students to represent both sides (for and against) of feudalism.
 3. Give each student a green post-it sticky note (any color will work, as long as all students have the same color). As a way to assess the students’ initial knowledge about castles, have each student place a sticky note on the chart. If they know nothing about castles, have them place it near the 1, if they have a lot of knowledge, have them place it close to the 10. If they have some knowledge, have them place it somewhere in the middle. All students must put a sticky note somewhere on the poster.
 4. Write the vocabulary words on the board or overhead. Have the students copy them into the vocabulary page in their copybooks. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
 5. Read the book, *Ms. Frizzle's Adventures: Medieval Castle* to the class. Let the class sit back and enjoy the story. Be sure to show them the pictures! Note - if this book is not available to you, the book *Castles* by Philip Steele is also excellent. The sections, “The Age of Castles” and “Castle Life” are excellent. If time permits, read both books to the class. If neither of these books is available, read “Life in a Castle,” pages 63-65 in the *Pearson Core Knowledge* books.
 6. Show them the diagrams of a castle from *Ms. Frizzle's Adventures: Medieval Castle* and *Castles* (pages 26-31). Point out some of the different parts of the castle (the moat, drawbridge, bailey, keep, Great Hall, walls, gatehouse, etc.).
 7. Put Appendix H on the overhead. Have students use this as an example to draw and color a castle into their copybooks (or they may draw the castle on plain white paper and then glue it into their copybooks). They will need to label the

parts that are marked. Note – if you run out of class time, this assignment may be completed as homework. Make copies of Appendix H and have the students color and label the castle and then glue it into their copybooks. **Special Education Accommodation:** Give the student a word bank (see Appendix J) to use to fill in the labels.

8. Pass out the pink post-it sticky notes (you may use any color as long as all students have the same color and it is a different color than previously used). As a way to assess the students' knowledge about castles after instruction, have each student place a sticky note on the chart. If they still know nothing about castles, have them place it near the 1, if they have a lot of knowledge, have them place it close to the 10. If they have some knowledge, have them place it somewhere in the middle. All students must put a sticky note somewhere on the poster. By looking at the chart, the students will have a visual picture of how much they have learned during this lesson!

E. *Assessment/Evaluation*

1. Students will be assessed by the chart on castles – both their initial knowledge, and the knowledge gained during the lesson will be assessed.
2. Students will be assessed by the castle they drew and labeled in their copybooks (use Appendix A, page 5 and Appendix I to grade).

Lesson Five: Knights (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - b. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (Colorado History Standard 6)
2. Lesson Content
 - a. Code of chivalry
 - b. Knight, squire, page
3. Skill Objective(s)
 - a. The students will identify and explain the three stages of knighthood.
 - b. The students will create their own shield that is unique to them and their interests.
 - c. The students will write their own code of chivalry.

B. *Materials*

1. *Pearson Core Knowledge History and Geography Level Four* books
2. *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher's Guide* (one copy for the teacher to help guide and facilitate discussion)
3. *Castles* by Philip Steele
4. *Knight in Armor* by John D. Clare
5. *Coat of Arms* activity book by Catherine Daly-Weir
6. Butcher (or chart) paper
7. Student copybooks
8. Green post-it sticky notes (one per student)
9. Pink post-it sticky notes (one per student)
10. White paper, cardstock, or construction paper
11. Markers or colored pencils
12. Scissors
13. Appendix A, pages 6 and 7 (one per student)

14. Appendix H (one copy made into a transparency)
 15. Appendix K (one copy as an example for the teacher)
 16. Appendix L (one copy per student)
- C. *Key Vocabulary*
1. Tournament – a staged battle fought by knights for money and honor without the intention to wound or kill
 2. Code of Chivalry – a set of rules for knights
 3. Troubadour – a person who composed poems that were set to music
 4. Page – the first stage to becoming a knight
 5. Squire – the second stage to becoming a knight
- D. *Procedures/Activities*
1. Before teaching this lesson, make a sign on butcher or chart paper. Label it “knights.” Draw a horizontal line across the paper. Put a 1 on the left side of the line, a 5 in the middle, and a 10 on the right side of the line (see Appendix B as an example).
 2. To review yesterday’s lesson, put Appendix H on the overhead. Call on students to fill in the labels on the castle.
 3. Give each student a green post-it sticky note (any color will work, as long as all students have the same color). As a way to assess the students’ initial knowledge about knights, have each student place a sticky note on the chart. If they know nothing about knights, have them place it near the 1, if they have a lot of knowledge, have them place it close to the 10. If they have some knowledge, have them place it somewhere in the middle. All students must put a sticky note somewhere on the poster.
 4. Write the vocabulary words on the board or overhead. Have the students copy them into the vocabulary page in their copybooks. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
 5. Read “Days of a Knight” (pages 66-68) in the *Pearson Core Knowledge* books. As you read, ask the following questions to help facilitate discussion (note – the *Pearson Learning Core Knowledge History and Geography: Europe in the Middle Ages Teacher’s Guide* is a great resource to help with questions):
 - a. Who were knights? (a military servant of a vassal; a warrior; a soldier)
 - b. When would a lord’s son become a page? (when he was about seven)
 - c. Explain some of the responsibilities of a page. (waiting on table, learning manners, practicing riding and fighting skills)
 - d. What was the next stage in knighthood? (a squire)
 - e. What were the responsibilities of a squire? (he was a personal servant to a particular knight)
 - f. In the 1400’s, how much did a suit of armor weigh? (about 65 pounds)
 - g. Why did knights paint designs on their shields and banners? (to identify themselves)
 - h. What was the set of rules knights followed called? (Code of Chivalry)
 - i. What weapon caused the end of the mounted knights? (the cannon)
 6. After reading in the *Pearson Core Knowledge* books, share pages 22-25 in the book, *Castles* by Philip Steele. The book, *Knights in Armor* by John D. Clare also has some good information, especially pages 8, 30-33, and 36-37.
 7. Have the students draw and color a knight in their copybooks. Around the knight, have the students list identify and explain the three stages of knighthood (do this as a class, using Appendix K as an example). The three stages are:

- a. Page – This stage began at age 7 or 8. Pages were to wait tables, learn manners, and practice riding and fighting skills.
 - b. Squire – This stage began at age 14. The squire served his knight. He helped him clean his armor, take care of his horse, and put on his armor.
 - c. Knight – Boys were knighted between the ages of 16-20 in a formal ceremony. Knights fought for their lord and participated in tournaments. They followed a code of chivalry.
8. Discuss the following questions with the class:
 - a. What are some things you might paint on your shield if you were a knight? (answers will vary)
 - b. Why was chivalry so important? (answers will vary)
 - c. Do you feel chivalry is still important? If you were a knight, what kinds of rules would you feel were important to follow? (answers will vary)
 9. Pass out the pink post-it sticky notes (you may use any color as long as all students have the same color and it is a different color than previously used). As a way to assess the students' knowledge about knights after instruction, have each student place a sticky note on the chart. If they still know nothing about knights, have them place it near the 1, if they have a lot of knowledge, have them place it close to the 10. If they have some knowledge, have them place it somewhere in the middle. All students must put a sticky note somewhere on the poster. By looking at the chart, the students will have a visual picture of how much they have learned during this lesson!
 10. Tell the students they are going to create their own shields! These can be created on plain white paper, cardstock, or construction paper. Their shields are to be designed as to reflect the individual interests of each student. The activity book, *Coat of Arms* is a great resource for this! It explains the colors and symbols used in the Middle Ages. However, students can add anything to their shield as long as it is something of importance to them. On the back of the shield, they will write out their own code of chivalry. If there is not enough class time, this can be a homework assignment.
 11. Pass out Appendix L, the study guide (this may be passed out earlier in the unit if desired). Tell them they will have a quiz, and will need to use the study guide and their copybooks to prepare for the quiz.

E. *Assessment/Evaluation*

1. Students will be assessed by the chart on knights – both their initial knowledge, and the knowledge gained during the lesson will be assessed.
2. Students will be assessed by the completion of the stages of knighthood page in their copybooks (use Appendix A, page 6 and Appendix K to grade).
3. Students will be assessed by the completion of their shield (use Appendix A, page 7 to grade).

Lesson Six: Quiz (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - b. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (Colorado History Standard 6)
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
 - 3. Skill Objective(s)
 - a. The students will identify correct answers to fill in the blank, matching and short answer questions.
 - B. *Materials*
 - 1. Appendix M (one copy per student)
 - 2. Appendix N (one copy for the teacher)
 - C. *Key Vocabulary*
None
 - D. *Procedures/Activities*
 - 1. Pass out the tests to the students (Appendix M).
 - 2. Review directions and answer nay questions.
 - 3. Collect the test at the end of the class period.
 - E. *Assessment/Evaluation*
 - 1. Students will be assessed by their correct responses on the test (use Appendix N to grade).

VI. CULMINATING ACTIVITY

- A. Have the students to create their own castle as a final project for this unit. They may use any materials they like to create their castle. They must include and label at least five of the parts of the castle we learned about in class (such as a drawbridge, keep, Great Hall, moat, bailey, etc.). At the beginning of the unit, pass out Appendix O to the students. This sheet explains the project in more detail. There is a list of suggested books for the students to use include in the bibliography. Use Appendix A, page 8 to grade finished castles.
- B. Quiz over content (Appendix M)

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Grading Rubric (eight pages)
- B. Appendix B: Example of Assessment Continuum Poster
- C. Appendix C: A Serf and His Responsibilities
- D. Appendix D: Create Your Own Manor Assignment
- E. Appendix E: Cards for Feudalism Game (two pages)
- F. Appendix F: Layout of Classroom for Feudalism Game
- G. Appendix G: Example of Feudalism Game
- H. Appendix H: Example of a Medieval Castle
- I. Appendix I: Key for the Medieval Castle
- J. Appendix J: Word Bank for Castle Drawing
- K. Appendix K: Example of the Stages of Knighthood
- L. Appendix: L: Study Guide
- M. Appendix M: Quiz
- N. Appendix N: Quiz Answer Key
- O. Appendix O: Castle Project Assignment

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Oath of Loyalty Paragraph

Name: _____

Date _____

	Criteria				Points
	4	3	2	1	
Content and Creativity	Paragraph clearly communicates loyalty and service to their king in a creative way.	Paragraph clearly communicates loyalty and service to their king, but is not creative.	Paragraph is creative, but does not clearly communicate loyalty and service to their king.	Paragraph does not clearly communicate loyalty and service to their king, and is not creative.	—
Legibility	Legible handwriting.	Marginally legible handwriting.	Writing is not legible in places.	Writing is not legible.	—
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	—
				Total---->	—

Teacher Comments:

A Serf and His Responsibilities



Name: _____

Date: _____

	Criteria				Points
	4	3	2	1	
Picture	Picture is colored and neat.	Picture is colored, but slightly messy.	Picture is not completely colored, and is very messy.	Picture is not colored. Work is illegible.	—
Content	All information is accurate.	There is one error in the information.	There are two errors in the information.	There are three or more errors in the information.	—
Responsibilities	At least five responsibilities are listed.	Only three or four responsibilities are listed.	Only one or two responsibilities are listed.	There are no responsibilities listed.	—
Mechanics	There are no errors in mechanics.	There is only one error in mechanics.	There are two or three errors in mechanics.	There are four or more errors in mechanics.	—
				Total---->	—

Teacher Comments:

Create Your Own Manor

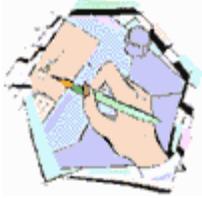


Name: _____

Date: _____

	Criteria				Points
	4	3	2	1	
Elements	All eight elements of the manor are included.	Only six or seven of the elements of the manor are included.	Only four or five of the elements of the manor are included.	Three or fewer of the elements of the manor are included.	—
Color and Neatness	The assignment is all colored and work is neatly done.	The assignment has one or two areas that are sloppy or not colored.	The assignment has three to five areas that are sloppy or not colored.	The assignment is sloppy and not colored.	—
Labels	All the parts of the manor are clearly labeled.	Only six or seven of the parts of the manor are clearly labeled.	Only four or five of the parts of the manor are clearly labeled.	Three or fewer of the parts of the manor are clearly labeled.	—
				Total---->	—

Teacher Comments:



Feudalism Paragraph

Name: _____

Date: _____

	Criteria				Pts.
	4	3	2	1	
Position Statement	Position is clearly stated and consistently maintained. Clear references to the issue(s) are stated.	Position is clearly stated and consistently maintained. References to the issue(s) at hand are missing .	Position is stated, but is not maintained consistently throughout work.	Statement of position cannot be determined.	—
Supporting Information	Evidence clearly supports the position; evidence is sufficient .	Evidence clearly supports the position; but there is not enough evidence .	Argument is supported by limited evidence .	Evidence is unrelated to argument.	—
Legibility	Legible handwriting.	Marginally legible handwriting.	Writing is not legible in places.	Writing is not legible.	—
Mechanics	There are no errors in mechanics.	There is only one error in mechanics.	There are two or three errors in mechanics	There are four or more errors in mechanics.	—
				Total---->	—

Teacher Comments:

Create Your Own Castle



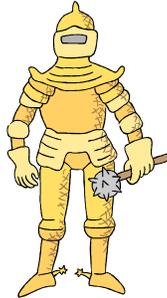
Name: _____

Date: _____

	Criteria				Points
	4	3	2	1	
Elements	All seven elements of the castle are included.	Only five or six of the elements of the castle are included.	Only three or four of the elements of the castle are included.	Only two or fewer of the elements of the castle are included.	___
Color and Neatness	The assignment is all colored and work is neatly done.	The assignment has one or two areas that are sloppy or not colored.	The assignment has three to five areas that are sloppy or not colored.	The assignment is sloppy and not colored.	___
Labels	All the parts of the castle are clearly labeled.	Only five or six of the parts of the castle are clearly labeled.	Only three or four of the parts of the castle are clearly labeled.	Two or fewer of the parts of the castle are clearly labeled.	___
				Total---->	___

Teacher Comments:

The Stages of Knighthood



Name: _____

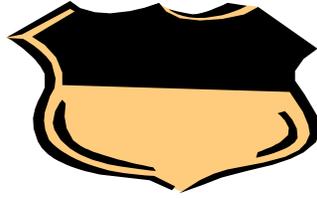
Date: _____

	Criteria				Points
	4	3	2	1	
Picture	Picture is colored and neat.	Picture is colored, but slightly messy.	Picture is not completely colored, and is very messy.	Picture is not colored. Work is illegible.	—
Content	All information is accurate.	There is one error in the information.	There are two errors in the information.	There are three or more errors in the information.	—
Stages	At three stages are listed and explained.	Only two stages are listed and explained	Only one stage are listed and explained	None of the stages are listed and explained	—
Mechanics	There are no errors in mechanics.	There is only one error in mechanics.	There are two or three errors in mechanics.	There are four or more errors in mechanics.	—
				Total---->	—

Teacher Comments:

Appendix A, page 7
Grading Rubric

Shield



Name: _____ Date: _____

	Criteria				Points
	4	3	2	1	
Relevant	Pictures on shield accurately reflect the student's interests	Some of the pictures on the shield accurately reflect the student's interests.	The pictures on the shield do not reflect the student's interests.	There are no pictures on the shield.	_____
Neatness	The shield is neatly colored.	The shield is mostly colored, but is messy in some places.	The shield is sloppily colored, or is not colored in some places.	The shield is messy and/or not colored.	_____
Code of Chivalry	A Code of Chivalry is included on the back. It is neatly written with no errors in punctuation.	A Code of Chivalry is included on the back. The writing is fairly neat, with only one or two errors in punctuation.	A Code of Chivalry is included on the back. The writing is fairly sloppy, with only three or more errors in punctuation.	A code of chivalry is not included.	_____
				Total----->	_____

Teacher Comments:

Castle Project



Name: _____ Date: _____

	Criteria				Points
	4	3	2	1	
Creativity and Effort	A great deal of effort was put into this project. It is creative and unique.	A great deal of effort was put into this project. It is fairly creative and unique.	Not much effort was put into this project. It is not very creative and unique.	Hardly any effort was put into this project. It is not creative or unique.	_____
Parts of the Castles	At least five parts of the castles are included and labeled correctly.	Only four parts of the castles are included and labeled correctly.	Only two or three parts of the castles are included and labeled correctly.	Only one or fewer parts of the castles are included and labeled correctly.	_____
Neatness and Appearance	The castle was neatly done. It looks spectacular!	The castle was neatly done, but a few parts of it look sloppy.	The castle has parts that are neat, but most of it was sloppily done.	The castle was sloppily done.	_____
				Total----->	_____

Teacher Comments:

Appendix B
Example of Assessment Continuum Poster

Feudalism, Manors, Castles, or Knights



1 = know very little

5 = have some knowledge

10 = know it all

Appendix C
A Serf and His Responsibilities

worked in the lord's fields

gave a part of everything
they grew or collected to the lord

kept the walls of the manor
repaired

moved and stacked heavy
barrels

worked in the lord's stables

worked in the lord's
kitchen

helped to defend the lord's
land in times of war



Create Your Own Manor Assignment

For this assignment, you will be required to design your own Medieval Manor. Each of the following elements must be included in your manor. They must be colored and labeled. This assignment will be graded for accuracy, correct spelling, and neatness. Have fun!

- ✓ Manor house (castle)
- ✓ Church
- ✓ Pasture land
- ✓ Workshops
- ✓ The mill
- ✓ Serf's huts
- ✓ Barns
- ✓ Three fields

Appendix E, page 1
Cards for Feudalism Game

King

Duke
(Vassal
to King)

Count
(Vassal
to King)

Lord
(Vassal
to Duke)

Knight
(Vassal
to Duke)

Lord
(Vassal
to Count)

Knight
(Vassal
to Count)

Serf I

Serf II

Serf III

Serf IV

Serf V

Serf VI

Serf VII

Serf
VIII

Serf IX

Serf X

Serf XI

Serf XII

Appendix E, page 2
Additional Cards for Feudalism Game

Lord
(Vassal
to Count)

Lord
(Vassal
to Duke)

Serf
XIII

Serf
XIV

Serf XV

Serf
XVI

Serf
XVII

Serf
XVIII

Appendix F
Layout of Classroom for Feudalism Game

King

Count

Duke

Lord
(Vassal to
Count)

Knight
(Vassal to
Count)

Lord
(Vassal to
Duke)

Knight
(Vassal to
Duke)

Serf I

Serf IV

Serf VII

Serf X

Serf II

Serf V

Serf VIII

Serf XI

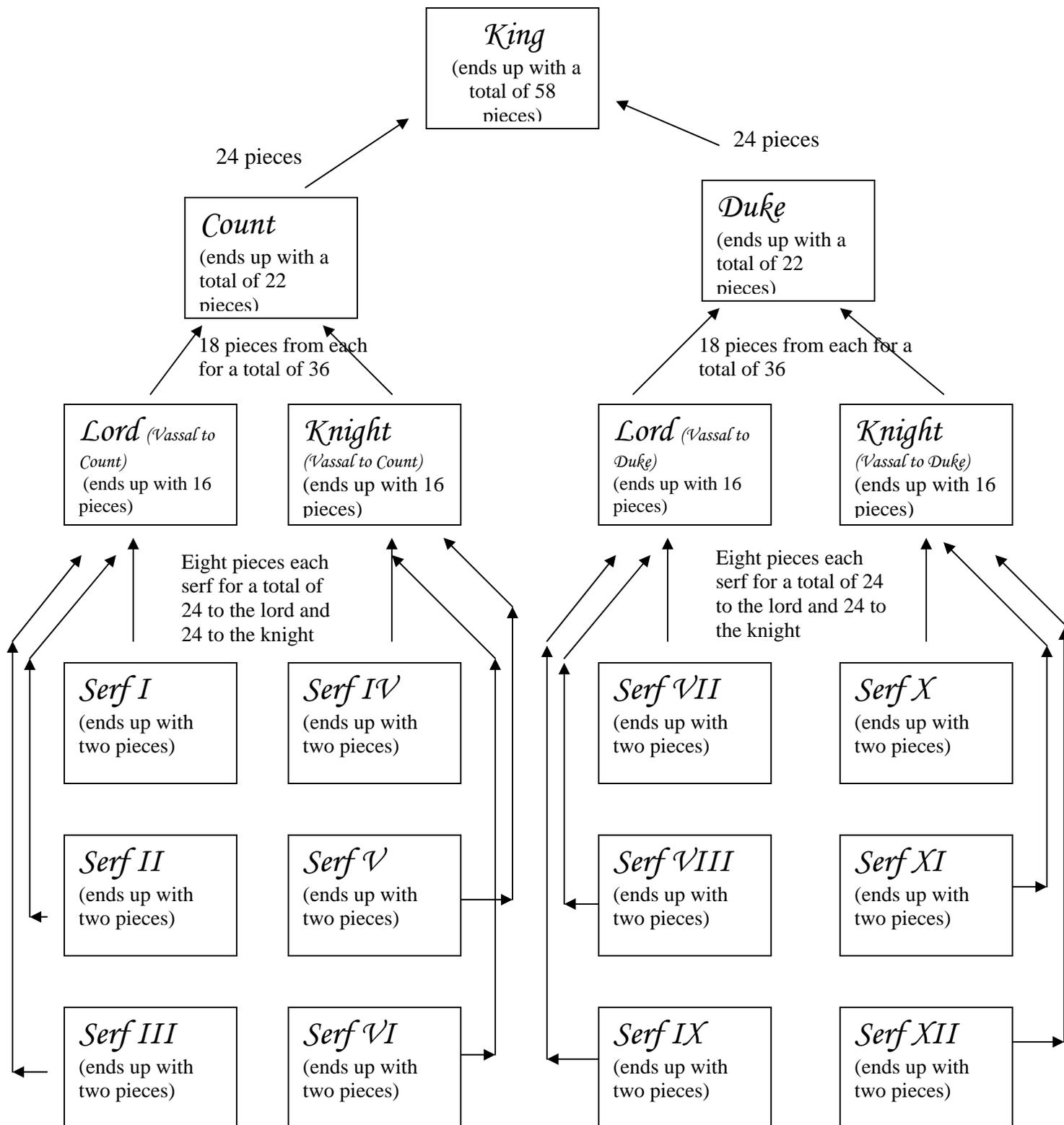
Serf III

Serf VI

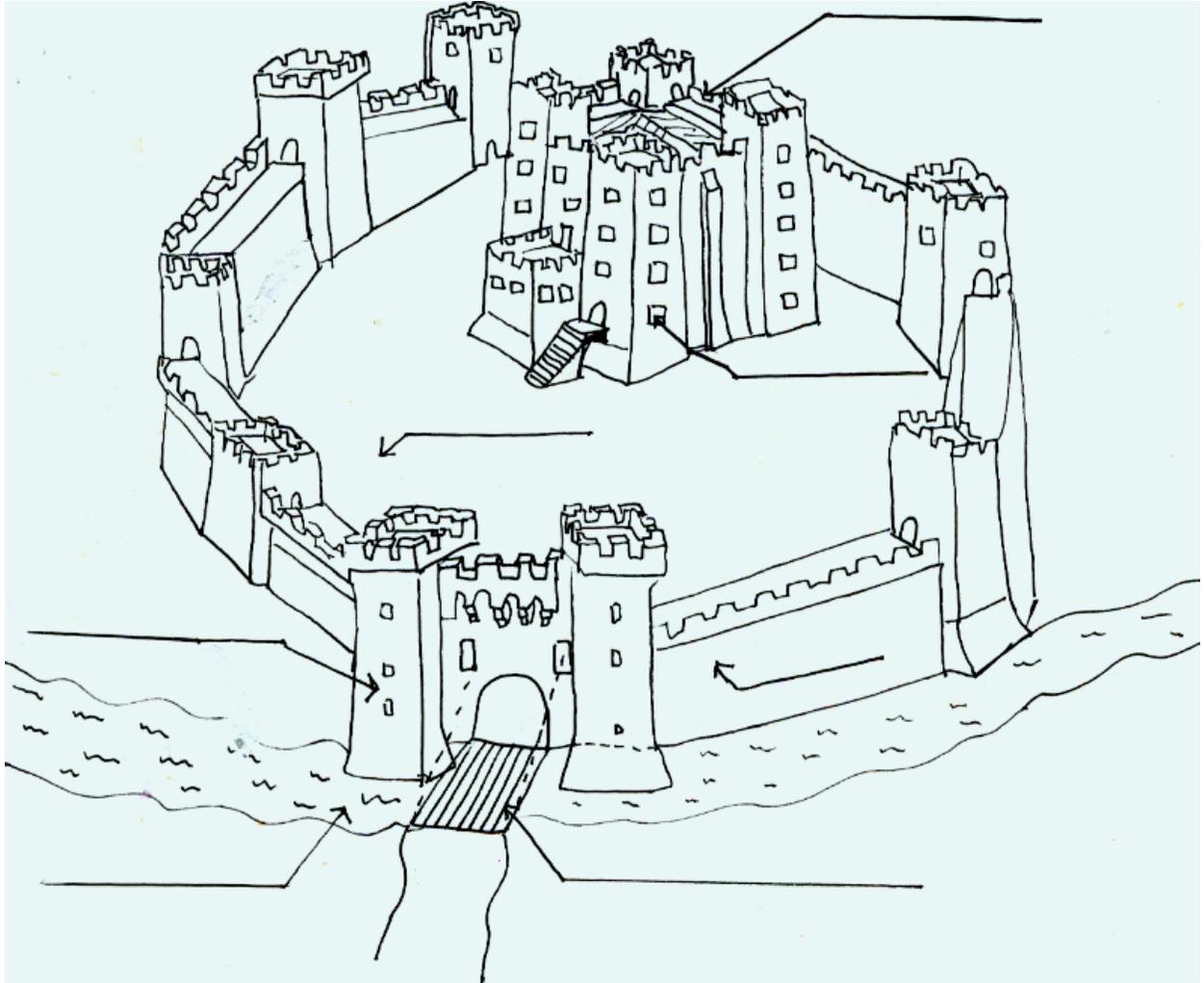
Serf IX

Serf XII

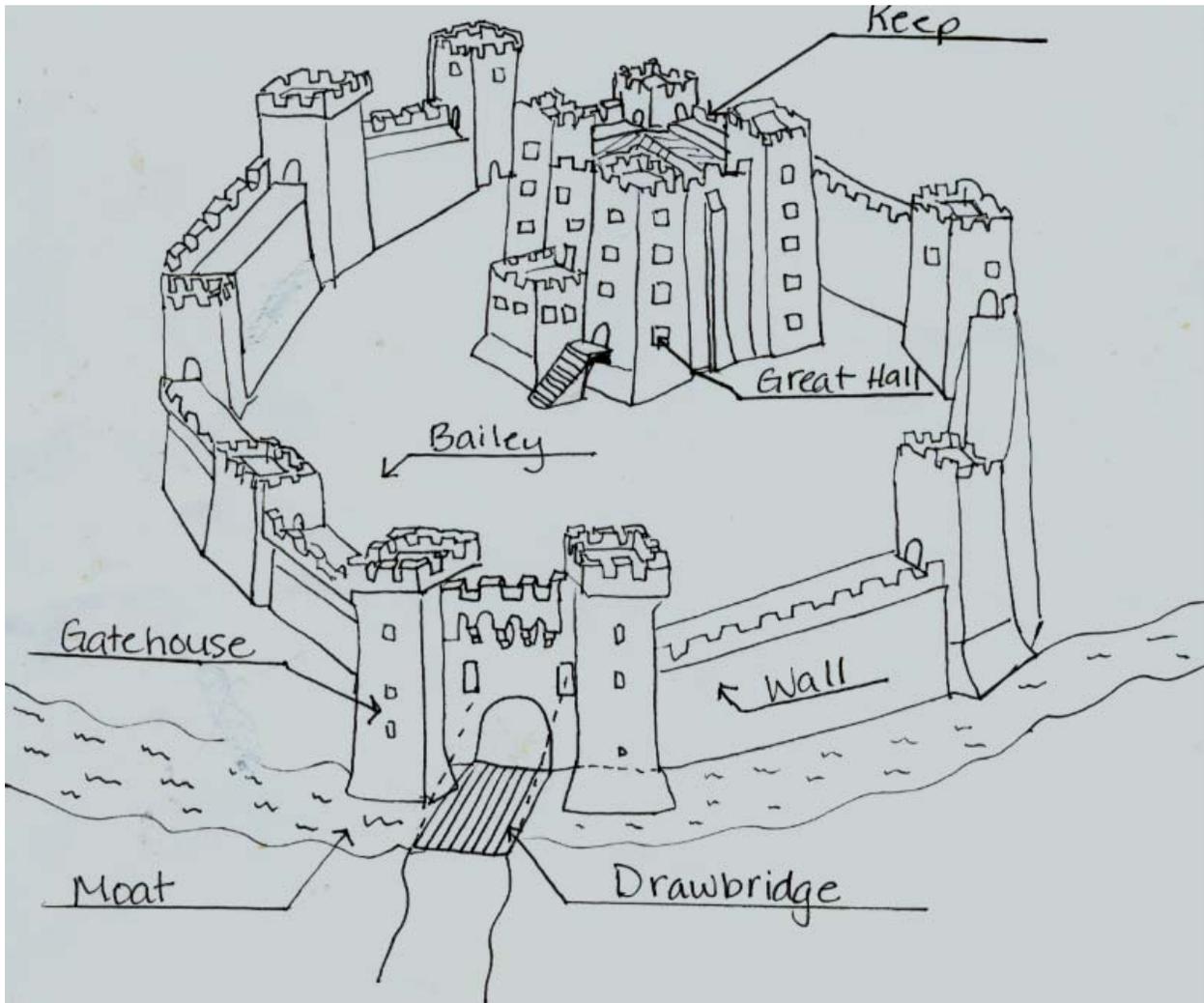
Appendix G
Example of Feudalism Game



Appendix H
Example of a Medieval Castle



Appendix I
Example of a Medieval Castle



Appendix J
Word Bank for Castle Drawing

- Moat

- Wall

- Great Hall

- Bailey

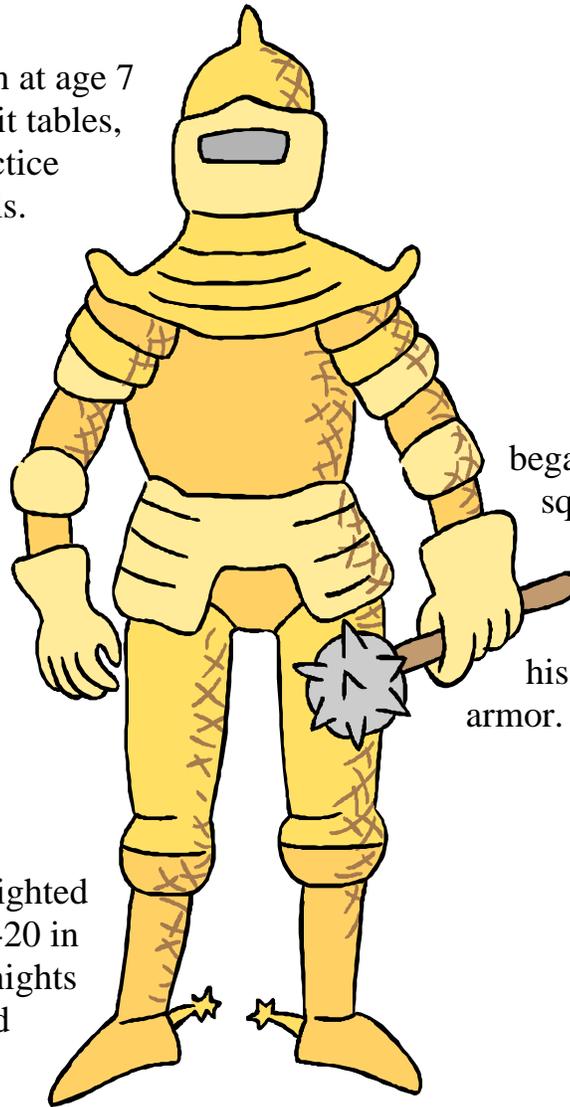
- Drawbridge

- Keep

- Gatehouse

Appendix K
Stages of Knighthood

Page – This stage began at age 7 or 8. Pages were to wait tables, learn manners, and practice riding and fighting skills.



Squire – This stage began at age 14. The squire served his knight. He helped him clean his armor, take care of his horse, and put on his armor.

Knight – Boys were knighted between the ages of 16-20 in a formal ceremony. Knights fought for their lord and participated in tournaments. They followed a code of chivalry.

Appendix L
Study Guide

Be sure you know the following definitions:

- Feudalism
- Manor
- Fief
- Vassal
- Siege
- Tournament

Be able to identify and explain the three stages of knighthood.

Know and be able to describe some of the responsibilities of a medieval serf.

Know the parts of the castle we discussed in class:

- Moat
- Walls
- Great Hall
- Gatehouse
- Bailey
- Drawbridge
- Keep

*****All of this information is contained in your copybooks!*****

Appendix M
Quiz

Matching (1 point each) Match the following terms to the correct definition:

- | | | |
|------------------|----|--|
| _____ Fief | a. | an attack on a castle |
| _____ Manor | b. | a staged battle fought by knights for money and honor without the intention to wound or kill |
| _____ Tournament | c. | a plot of land exchanged for loyalty to a ruler |
| _____ Siege | d. | a person who receives land from a ruler and in return promises aid |
| _____ Vassal | e. | a system of government in which land is exchanged for loyalty and services |
| _____ Feudalism | f. | the estate over which a lord had control; also the lord's house on the estate |

Fill in the blank (1 point each) Fill in the blanks with the correct part of the castle.

The _____ was a big ditch around the castle. It was sometimes filled with water.

Most of the castle's feasts and activities took place in the _____.

The _____ could be raised or lowered to let people in and out of the castle.

The _____ went around the castle. They were very thick.

The center of the castle was known as the _____.

The area inside the castle walls was called the _____.

From the _____ a guard could see everyone who approached the castle.

Short Answer (6 points each) Answer each question as thoroughly as possible. Be sure to use complete sentences!

Describe at least three of the jobs a medieval serf would be expected to perform.

Identify and explain the three stages of knighthood.

Appendix N
Quiz Answer Key

Matching (1 point each) Match the following terms to the correct definition:

- | | | |
|---------------------|----|--|
| <u>C</u> Fief | a. | an attack on a castle |
| <u>F</u> Manor | b. | a staged battle fought by knights for money and honor without the intention to wound or kill |
| <u>B</u> Tournament | c. | a plot of land exchanged for loyalty to a ruler |
| <u>A</u> Siege | d. | a person who receives land from a ruler and in return promises aid |
| <u>D</u> Vassal | e. | a system of government in which land is exchanged for loyalty and services |
| <u>E</u> Feudalism | f. | the estate over which a lord had control; also the lord's house on the estate |

Fill in the blank (1 point each) Fill in the blanks with the correct part of the castle.

The moat was a big ditch around the castle. It was sometimes filled with water.

Most of the castle's feasts and activities took place in the Great Hall.

The drawbridge could be raised or lowered to let people in and out of the castle.

The walls went around the castle. They were very thick.

The center of the castle was known as the keep.

The area inside the castle walls was called the bailey.

From the gatehouse a guard could see everyone who approached the castle.

Short Answer (6 points each) Answer each question as thoroughly as possible. Be sure to use complete sentences!

Describe at least three of the jobs a medieval serf would be expected to perform.

Any three of the following answers are correct:

A medieval serf was expected to work in the lord's fields, give a part of everything they grew or collected to the lord, keep the walls of the manor repaired, move and stack heavy barrels, work in the lord's stables, work in the lord's kitchen, and help to defend the lord's land in times of war.

Identify and explain the three stages of knighthood.

The first stage was the page. This stage began at age 7 or 8. Pages were to wait tables, learn manners, and practice riding and fighting skills. The second stage was the squire. – this stage began at age 14. The squire served his knight. He helped him clean his armor, take care of his horse, and put on his armor. The final stage was the knight. boys were knighted between the ages of 16-20 in a formal ceremony. Knights fought for their lord and participated in tournaments. They followed a code of chivalry.

Appendix O
Castle Project Assignment

Your assignment is to design and build a medieval castle! You may use any materials you like to create your castle, so be creative and have fun! Some suggestions for materials include sugar cubes, cardboard, legos, packing peanuts, etc. You must include and label at least five of the parts of the castle we learned about in class, although you may certainly include more. Some of the parts of a castle include:

- * The moat
- * The drawbridge
- * The Great Hall
- * The keep
- * The bailey
- * The gatehouse
- * The walls
- * Towers
- * The portcullis
- * Parapets
- * The barbican
- * Arrow loops (also called loop holes)
- * Murder holes
- * Machicolations
- * The postern
- * The watergate

Do research on your own to create your own unique castle! Below is a list of recommended books to get you started. Have fun and be creative!

-  *Castles* by Philip Steele
-  *Ms. Frizzle's Adventures* by Joanna Cole
-  *Usborne Starting Point History: What were Castles for?* by Phil Roxbee Cox
-  *Usborne World History: Medieval World* by Jane Bingham
-  *Castle Diary: The Journal of Tobias Burgess, Page* by Richard Platt
-  *Kids Discover Magazine: Knights and Castles* by Stella Sands
-  *Knights and Castles: 50 Hands-On Activities to Experience the Middle Ages* by Avery Hart and Paul Mantell