

MEDIEVAL KNIGHT LIFE

Grade Level: Fourth Grade

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Length of Unit: Eight lessons

I. ABSTRACT

This is a fourth grade unit on the Middle Ages. Students will learn what life was like in the Middle Ages. Using an in-depth outline, students will learn about feudalism, chivalry to the Black Death. Through our own classroom manors and with student spontaneous melodramas, students will assume different roles in the feudal pyramid.

II. OVERVIEW

- A. Identify concept objectives
 - 1. To familiarize students with geographical features of Europe
 - 2. To familiarize students with the Middle Ages
- B. Specific content from the Core Knowledge Sequence
 - 1. Background
 - 2. Geography related to the development of western Europe
 - 3. Feudalism
 - 4. The Norman Conquest
 - 5. Growth of Towns
 - 6. England in the Middle Ages
- C. Skills to be taught
 - 1. Outlining
 - 2. Map skills
 - 3. Main idea/details
 - 4. Compare and Contrast
 - 5. Reporting (oral and written)
 - 6. Creative Drama
 - 7. Sequencing
 - 8. Cause and effect
 - 9. Fact and Opinion

III. BACKGROUND KNOWLEDGE

- A. For teachers: Biel, Timothy. *The Age of Feudalism*
Hirsch, E.D., *What Every Fourth Grader Needs to Know*
- B. For students: World Civilization Grade 3

IV. RESOURCES

- A. References
 - *1. Byrne, Robert. *Medieval Period*. Full - Color Transparency Book. Milliken Publishing.
 - 2. Stark, Rebecca. *The Middle Ages*. Educational Impressions, 1995.
 - 3. Milliken, Linda. *Medieval Times*. Edupress, 1995.
 - 4. Ross, Cynthia. *Thematic Unit Medieval Time*. Teacher Created Materials, 1992.
 - 5. Conway, Lorraine. *The Middle Ages Independent Learning Unit*. Good Apple, 1987.
 - 6. Macdonald, Fiona. *A Medieval Castle*. Peter Bedrick Books, 1990.

- *7. Conway, Lorraine. *The Middle Ages: Castles, Kings, and Knights in Shining Armor*. Independent Learning Unit. Good Apple, 1987.
- 8. Schraff, Anne E. *Choosing Your Way Through the World's Medieval Past*. J. Weston Walch, 1992.
- 9. NGS Picture Pack: *The Middle Ages*. (Overhead transparency set)/ National Geographic Society.-Washington: National Geographic, @1997.
- *10. Pofahl, Jane. *Middle Ages: Everyday Life*. The Time Traveler Series. T.S. Denison, 1993.
- 11. Hirsch, E.D., *What Every Fourth Grader Needs to Know*, The Core Knowledge Series, Doubleday, 1992.

V. LESSONS

A. Lesson One: Feudalism

- 1. Objective/goal
 - a. The students will understand feudalism as a ladder of society.
- 2. Materials
 - a. Core book pp. 125-127
 - b. Teacher made outline notes (Appendix I)
 - c. Feudalism handout * (DUE TO COPYRIGHT, THESE ARE NOT INCLUDED AS AN APPENDIX - sample shown at conference)
 - d. A Noble's Life*(T.S. Denison) handout
 - e. A Serf's Life* (T.S. Denison) handout
- 3. Prior Knowledge
 - a. None
- 4. Key Vocabulary
 - a. feudalism, lord, manor, castle, vassal, knight, freedman, serf
- 5. Procedures/Actives
 - a. Motivator: KWL about Middle Ages
 - b. Give students Feudalism handout. Read and highlight main ideas
 - c. Make chart showing the Feudal Pyramid. Draw a large pyramid and the king at the top, the nobles are under the king, the clergy under the nobles and the serfs under the clergy.
 - d. Have students take outline notes on Feudalism (Appendix A).
 - e. Give students handouts - A Noble's Life* and Serf* (T.S. Denison). Read and highlight main idea and details.
 - f. Using Venn Diagram (Appendix B), compare and contrast nobles and serfs.
- 6. Evaluation/Assessment
 - a. Student completed Venn Diagram

B. Lesson Two: Life on a Manor

- 1. Objective/goal
 - a. The students become familiar with and identify the different parts of a manor and castle.
- 2. Materials
 - a. Core book pp. 127-131
 - b. Teacher made outline notes (II and III)
 - c. Unit No. 8A castle*(Milliken) handout
 - d. The Castle* (T.S.Denison) handout
 - e. Manorialism *(T.S. Denison) handout

- f. Unit No. 9A Manor* (Milliken)
- g. Mind Your Manors* (Good Apple)
- 3. Prior Knowledge
 - a. None
- 4. Key Vocabulary
 - a. barbican, portcullis, moat, donjon, rival, siege, battlements, arcers, ballista, flush, barrier, catapult, battering ram, fallow, glebe, ford
- 5. Procedures/Activities
 - a. Read from core book pp. 130-131
 - b. Introduce castle as main strong hold of manor- (use handout Unit No. 8A*- Milliken to identify parts of castle
 - c. Read *The Castle* (T.S.Denison)* - highlight main ideas/details
 - d. Read *The Siege* (T.S. Denison)*
 - e. Have students find out more about the defense and offense of a medieval castle. Make a chart; list ways to defend and attack a castle.
 - f. Give Manorialism (T.S. Denison)* handout. Read and highlight main idea/details.
 - g. Take outline notes II & III
- 6. Evaluation/Assessment
 - a. Mind Your Manors - give as a quiz.
 - b. You are an artist living in the Middle Ages. A landowner is very proud of his manor and he hires you to draw a picture of his lands, showing which crops are planted in which strips. You will need to make a map key. Remember to include fallow strips.

C. Lesson Three: Chivalry/Knighthood

- 1. Objective/goal
 - a. To become familiar with the code of chivalry and steps to becoming a knight
- 2. Materials
 - a. Core book pp. 130-131
 - b. Teacher made outline notes (IV)
 - c. Knighthood* (Good Apple) handout
 - d. Armor* (Good Apple - three pages) handouts
- 3. Prior Knowledge
 - a. None
- 4. Key Vocabulary
 - a. Nobility, chivalry, defend, courteous, loyal, page, squire, armor, tournament, land, worthy, dubbing, fast, tunic, ceremony and proclaim.
- 5. Procedures/Activities
 - a. Take outline notes IV
 - b. Read and highlight -main idea/details from Knighthood* (Good Apple) handout
 - c. Complete knighthood handouts
- 6. Evaluation/Assessment
 - a. Make a four-part accordion fold picture showing the progression of knighthood.

b. Conduct a knighting ceremony with background music of the time (Gregorian Chant).

D. Lesson Four: Battle of Hastings

1. Objective/goal
 - a. The students will be able to understand Battle of Hasting and when it occurred.
2. Materials
 - a. Core book pp. 133
 - b. Teacher made outline notes (V)
 - c. Battle of Hastings* (Good Apple) handout
 - d. Battle of Hastings Quiz (Appendix C)
3. Prior Knowledge
 - a. None
4. Key Vocabulary
 - a. conquest, cheval, revolt
5. Procedures/Activities
 - a. Read Core book p. 133
 - b. Give students Battle of Hastings* (Good Apple) handout and read orally to class.
 - c. 2nd reading - in small cooperative groups, allow students to read orally.
 - d. Students create 5 comprehension questions in their small groups.
 - e. Trade questions with other groups and answer together.
6. Evaluation/Assessment
 - a. Administer Battle of Hastings Quiz (Appendix C)

E. Lesson Five: Growth of Towns

1. Objective/goal
 - a. The students will be able to understand about the growth of towns during the Middle Ages.
2. Materials
 - a. Core book pp. 136-138
 - b. Teacher made outline notes (VI)
 - c. Craft Guilds* (T.S. Denison) handout
 - d. Town (for symmetry art activity) (Appendix D)
3. Prior Knowledge
 - a. Feudalism, manor
4. Key Vocabulary
 - a. article, property, merchant, guild, apprentice, journeyman, masterpiece, quality
5. Procedures/Activities
 - a. Read Core book p. 136-138
 - b. Take outline notes VI - have students finish outline by completing another craft listing merchant guilds
 - c. Give students Town (Appendix D). Students are to finish the incomplete drawing using a pencil.
6. Evaluation/Assessment
 - a. Students create their own craft guild signs and display in the class.
 - b. Students completed town art drawings

F. Lesson Six: Trial By Jury and Eleanor of Aquitane

1. Objective/goal

- a. The students will be able to understand how trial by jury came about in the Middle Ages and the role of Eleanor of Aquitane
- 2. Materials
 - a. Core book pp. 136-137, 141-142
 - b. Teacher made outline notes (VII and VIII)
 - c. Eleanor of Aquitane* (T.S. Denison) handout
- 3. Prior Knowledge
 - a. None
- 4. Key Vocabulary
 - a. annulled, rebel, pledge, inherit, preside, harsh, overthrow
- 5. Procedures/Activities
 - a. Read Core book p. 136-137
 - b. Copy outline notes VII
 - c. Discuss and read p. 141-142
 - d. Copy outline notes VIII
 - e. Read Eleanor of Aquitane* and highlight main idea/details.
 - f. Using the Eleanor of Aquitane* handout, look at the figure carved on Eleanor's tomb: shows Eleanor reading a book. Draw your own design for this monument.
- 6. Evaluation/Assessment
 - a. Students design for Eleanor of Aquitane
 - b. Student completed outline up to this point

G. Lesson Seven: Magna Carta/Parliament

- 1. Objective/goal
 - a. The students will be able to understand the importance of the Magna Carta and Parliament
- 2. Materials
 - a. Core book pp. 142-143
 - b. Teacher made outline notes (IX and X)
 - c. Magna Carta* (Educational Impressions) handout
 - d. Magna Carta Fact/Opinion* (Educational Impressions) handout
- 3. Prior Knowledge
 - a. None
- 4. Key Vocabulary
 - a. pledge, justice, deny, govern, representatives, assembly
- 5. Procedures/Activities
 - a. Read Core book p. 142-143
 - b. Copy outline notes IX and X
 - c. Give handouts on Magna Carta* and discuss
 - d. Have students complete Magna Carta fact/opinion* sheet
- 6. Evaluation/Assessment
 - a. Give an open note quiz using student outline.

H. Lesson Eight: Hundred Years War & Joan of Arc

- 1. Objective/goal
 - a. The students will be familiar with The Hundred Years War and Joan of Arc
- 2. Materials
 - a. Core book pp. 143-144, 144-145
 - b. Teacher made outline notes XI and XII

- c. Joan of Arc* (T.S. Denison) handout
- d. Dear Dauphin* (T.S. Denison) handout
- 3. Prior Knowledge
 - a. Parliament
- 4. Key Vocabulary
 - a. truce, nationalism, devout, clairvoyant, coronation, dauphin
- 5. Procedures/Activities
 - a. Read Core book p. 143-145
 - b. Copy outline notes XI and XII
 - c. Give handout of Joan of Arc and highlight main idea/details.
 - d. Discussion with class, "Why do you think that after helping Charles VII become king, he abandoned Joan of Arc and let her die?"
- 6. Evaluation/Assessment
 - a. Draw before and after pictures of Joan of Arc. Show her as a young woman in a dress in her village and then in full armor ready for battle.
 - b. Dear Dauphin* (T.S. Denison) handout

I. Lesson Nine: The Black Death

- 1. Objective/goal
 - a. The student will understand what the Black Death was and how it affected Europe in the mid-1300's.
- 2. Materials
 - a. Core book pp. 145-146
 - b. Teacher made outline notes XIII
 - c. The Black Death* (T.S. Denison) handout
- 3. Prior Knowledge
 - a. Parliament
- 4. Key Vocabulary
 - a. mortality, plague, disease, caravans, contaminate, sewer, infamous, infested
- 5. Procedures/Activities
 - a. Read Core book p. 145-146
 - b. Copy outline notes XIII
 - c. Give handout of The Black Death and highlight main idea/details.
 - d. Research on of our modern "plagues," such as polio, tuberculosis, or AIDS. Write your findings in a one page report.
- 6. Evaluation/Assessment
 - a. Collect student completed outline in folder

VI. CULMINATING ACTIVITY

- A. Students will choose from a variety of projects. Each student will complete one for a final test grade. (Appendix E)
- B. Plan a Middle Age Feast where students dress and bring food of the times (Appendix F).
- C. Students participate in melodramas (Appendix G).
- D. Other art activities during the unit include: illuminations, stained glass, family crests

Appendix A

Middle Age Outline

1. Feudalism
 - A. A system of political organization
 1. a way of life developed for the needs of the times
 2. protection for loyalty and labor
 - a. Lords
 - (1) one with riches and armies
 - (2) provider of protection
 - b. Vassals
 - (1) means “one who serves”
 - (2) receives protection after promising loyalty to the lord
- II. Life on the Manor*
 - A. Manor
 1. made up of land and everything on it
 - a. farm land, woods, pasture
 - b. church, castle, peasant’s huts
 - B. Castle
 1. most important building
 2. lord’s stronghold
 - C. Peasant farmer’s huts
 1. little one-room homes
 - a. dirt floors, no windows or water, little heat
 - b. farm animals brought inside for warmth
- III. The Castle*
 - A. Main functions

- 1. protection
 - 2. defense against attackers
 - B. Earliest castles made of stone/wood
 - C. Types of castles
 - 1. small stone castle surrounded by a wall
 - 2. castle on a hill
 - 3. castle surrounded by a moat
 - D. Castle Owners
 - 1. rich lords
 - a. as lords grew wealthier, improvements were made
 - b. ladies wove large tapestries
 - (1) add color to walls
 - (2) provided warmth in castle
- IV. Chivalry
- A. from French word “cheval”—horse
 - B. code of chivalry
 - 1. a set of formal manners
 - a. protect the weak and be brave
 - b. honorable, loyal, and religious
 - 2. knights (usually rode horses) were supposed to follow the CODE
 - a. only sons of noblemen were knights
 - b. took years of hard work
 - C. Steps to knighthood
 - 1. Page (7-8 years old)
 - 2. Squire (15-16 years old)
 - 3. Knight (20 years old)
- V. Battle of Hastings*
- A. Lord from France declared right to be King of England
 - 1. William, Duke of Normandy
 - a. “William the Conqueror”
 - b. cousin to the former king
 - B. English lord named Harold also claimed right to throne
 - C. The battle* (see handout)
- VI. Growth of Towns
- A. As town strengthens, feudal system becomes weak.
 - 1. Townspeople gain freedom.
 - 2. Townspeople lose ability to provide for all their own needs.
 - B. Craftsmen Guilds
 - 1. associations created for groups
 - 2. set rules for specific craft
 - a. baker, shoemaker, weaver, etc.
 - C. Merchant’s Guild
- VII. Trial by Jury
- A. Established by King Henry II
 - 1. great grandson of William the Conqueror
 - B. Most important right England gave to the world
 - C. System
 - 1. Judge in a Royal Court

2. Jury answers questions about an argument or crime
 - a. jury-from the French word “jurer” which means to swear
 - b. group of 12 local people (social peers)
- VIII. Eleanor of Aquitane
- A. Daughter of powerful noblemen
 - B. Marriages
 1. King of France
 2. King of England (Henry II)
 - a. argued with husband
 - b. had 4 sons; asked them to rebel against father
 - C. Outcome with Henry II
 1. Henry won; Eleanor shut in castle for 15 years
 2. Freed after Henry died
 3. Son Richard became king
 - a. Richard died
 - b. Eleanor helped son John become king
- IX. Magna Carta
- A. Important pledge signed by King John
 - B. Means “great charter”
 - C. King John promised 3 things:
 1. raise tax money from nobles
 2. couldn’t sell justice or deny it
 3. a man was free until proven guilty
 - D. Gave liberty to ordinary citizen
- X. Parliament
- A. Great Council
 1. oldest and most honored part of the government
 2. from French word “parler”—to talk
 - B. Allowed people to govern themselves with representatives in an assembly
- XI. Hundred Years War
- A. Fighting for 100 years
 1. English vs. French
 2. Fighting for ownership of land in France
 3. Years of peace and occasional truce
 - B. Result of long war
 1. People felt greater loyalty
 2. Felt part of nation
 3. Felt loyalty to King of that nation
 - C. Feudalism grew weaker
 1. Replaced by nationalism
 2. People felt more together
- XII. Joan of Arc (1412-1431)
- A. Young French girl
 - B. Very religious
 - C. Heard voice from heaven: “drive the English from French soil”
 - D. Convinced French king Charles VII to give her an army
 - E. Other French nobles were jealous of Joan
 - F. English condemned her as a witch

1. burned at stake
 2. only 19 years old
- G. Catholic Church made Joan a saint
- XIII. The Black Death
- A. Affected Europe
1. Swept across Europe in the mid-1300's
 2. Carried by fleas from rats that came to Europe on ships
 3. The disease got its name from the black swellings that grew on the victim's body.
- B. Affected Feudalism
1. An estimated 1 million people died of the plague (1/3 of Europe's population).
 2. Serfs were set free and paid high wages because of the great demand for workers.
 3. As population began to grow again, serfs remained free.