

Medieval Times®

DINNER & TOURNAMENT



Middle School Study Guide and Lesson Plans



Code of Chivalry

A knight is sworn to valor. His heart knows only virtue. His blade defends the helpless. His might upholds the weak. His word speaks only truth. His wrath undoes the wicked.

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Loyal teachers of the realm,

Medieval Times is proud to partner with you by providing curricular supports to help plan your unit of study. In the following pages, you'll find lessons and projects where students can fully develop their understanding of the overall lifestyle of the Medieval Era including living in castles, making a coat of arms, and living in an era of feudalism. In addition, we'll talk about the practice of chivalry and why it is pertinent in our present society.

In addition to these worksheets, Medieval Times also offers educational matinees to support your classroom curriculum and bring the Middle Ages to life! A field trip to the Castle is a great supplement to your students' learning and a fun way to draw conclusions about the era and make connections to present day. For show dates, times, and Castle locations, visit us at medievaltimes.com/edu

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LESSON PLAN: CHIVALRY 101

OBJECTIVES:

Social Studies

- Students will be able to summarize the contribution that knights had regarding chivalry.

Civics

- Students will be able to interpret different perspectives and their implications.

CODE OF CHIVALRY

A knight is sworn to valor. His heart knows only virtue.
His blade defends the helpless.
His might upholds the weak. His word speaks only truth. His wrath undoes the wicked.

MATERIALS:

- Post-it notes – 4 per student
- Large space
(whiteboard or tables brought together)

PROCEDURES:

Lesson can be done as a whole group or in smaller teams depending on the size of the class.

1. Review with students the concept of chivalry by quickly asking the following reflection questions:
 - What do you know about chivalry?
 - *(Turn and Talk)* – Using vocabulary words from Medieval Times, what did you learn about chivalry?
 - How are these principles incorporated into daily life?
2. Pass out 4 Post-it notes per student.
3. Have each student think of two of the most important components of the code of chivalry. Independently, students will write one component on each Post-it notes.
4. Working with a team, bring together all Post-it notes and sort the ideas. *(There will probably be repeats.)*
5. Using the blank Post-it notes, groups will decide if there are any aspects missing and write in additional traits.
6. Students will then rank the aspects of chivalry from most important to least important. Students must be able to defend their choices as to what comes first, second, third, etc. *Teacher questions while walking the room – Why does that trait rank higher? How would that fit the needs of the society? Etc.
7. Group share – What are the top three traits from each group? Teacher writes each of these on the board.
8. Student work – Which of these traits would be most important in a modern code of chivalry? Re-rank the traits for a person living in our current society. *(5 minutes)*
9. Group share – Top three from each group. Teacher writes each of these on the board. How do they compare?
10. In Class or Home Assignment – How can a person turn these traits into actions? What do each of these traits look like for you as a student, our class, our school, or our neighborhood? Create a chart of the trait and the action that would be associated with it.

LESSON PLAN: CHIVALRY IN ACTION

Project Based Learning (PBL)

Students engaged in project-based learning (PBL) activities “work in groups to solve challenging problems that are authentic, curriculum-based, and often interdisciplinary” (McGrath, 2003). Project-based learning is a component of an inquiry-based approach to learning. In this approach, students create knowledge and understanding through learning activities built around intellectual inquiry and a high degree of engagement with meaningful tasks.

A classic project-based learning activity usually involves 4 basic elements:

1. **An extended time frame;**
2. **Collaboration;**
3. **Inquiry, investigation, and research; and finally,**
4. **The construction of an artifact or performance of a consequential task.**

Graphic organizers are available on the following pages to assist students with completing this project.

Modern Code of Chivalry

Chivalry was the code of conduct that knights held themselves to during the medieval era. In this PBL, students in groups of 2-3 will take the information they have learned from studying the Middle Ages and the background received on chivalry in order to create a modern code of chivalry that would address the needs of today's society.

Steps to complete this Project:

1. Demonstrate the link between medieval society and the code of chivalry.
2. Brainstorm problems in your community, cliques in your school, or concerns in your class.
3. Create a code that would help a modern knight (male or female) to conquer those issues through actions in his/her daily life. Describe how the code addresses each of the concerns that you brainstormed.
4. Present your modern code of chivalry in an interesting and engaging way to peers. Artifacts should be accompanied by an explanation of why each value was chosen.



Medieval Times is based upon authentic medieval history and is the true story of a noble family with documentation dating back to the 11th century.

CCSS – 21st Century Themes

- Civic Literacy
- Global Awareness

CHIVALRY IN ACTION

Student Handout

Knight's Code	What would this sound like in modern language?
<i>A knight is sworn to valor.</i>	
<i>His heart knows only virtue.</i>	
<i>His blade defends the helpless.</i>	
<i>His might upholds the weak.</i>	
<i>His word speaks only truth.</i>	
<i>His wrath undoes the wicked.</i>	



Extension Activity – Create your own modern code of chivalry.

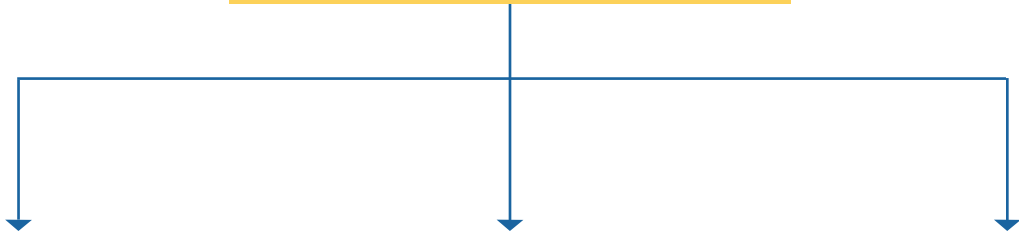
What values and virtues do you feel would best benefit the modern knight or lady?

CHIVALRY IN ACTION

Student Handout

In the below, choose three Code of Chivalry Values and create a modern scenario where the code could be applied.

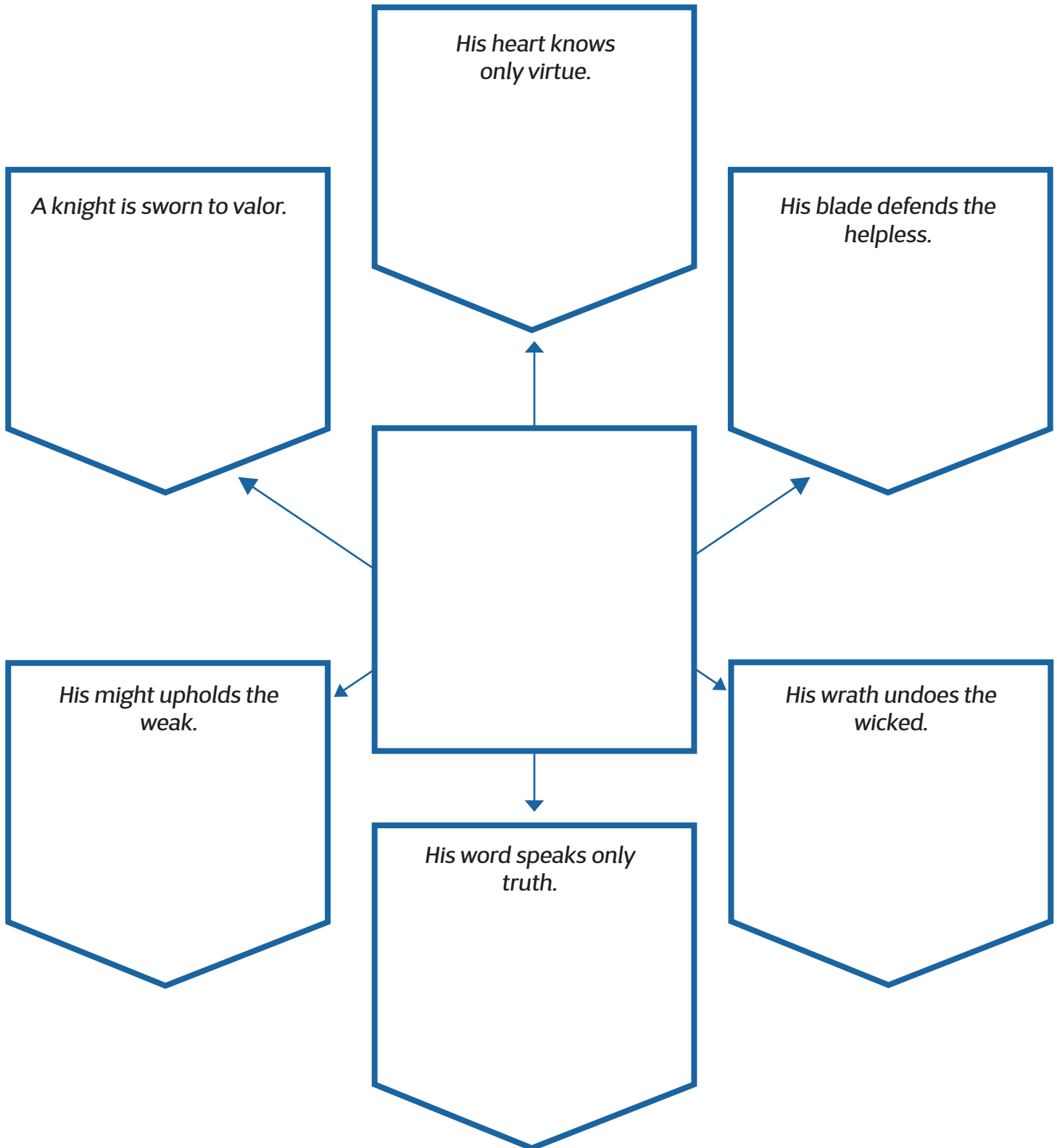
A Knight's Code of Chivalry



CHIVALRY IN ACTION

Student Handout

Examine one of the events you described on the previous page and describe how each of the Code of Chivalry values could be reflected in your scenario.



LESSON PLAN: COAT OF ARMS

OBJECTIVES:

Social Studies

- Students will be able to describe the purpose of a coat of arms.

Civics

- Students will be able to create their own personal motto reflecting their own beliefs and values.

COAT OF ARMS

During the Middle Ages, knights used a coat of arms to identify themselves. In a society where few people could read and write, pictures were very important. Traditional colors include: Black, Royal Purple, Emerald Green, Royal Blue or Sky Blue, Bright Red. Animals were frequently used as a main charge. They were not drawn to look three dimensional, but were shown as if they were flat.

The pictures represented the animal as a symbol: Lion, Bear, Boar, Eagle, Horse, Dragon, Griffin.

PROCEDURES:

Students will create their own shield and family coat of arms including a motto that reflects the Code of Chivalry Values and an explanation on the back.

Crest: On the top of the helm. Stood on a two-coloured wreath, a cap (like here) or a crown. Knights wore these when jousting.

Helm: Different forms of helmet show how important people are. This gold & silver one is for a nobleman.

Coat of Arms: The main heraldic design. Used by knights on their shields to identify them in battle.

Motto: A saying which a knight & his family live by. Often in Latin or French.



Mantling: Two-coloured drapery worn by knights below the crest when jousting. Protects the neck from the sun.

Coronet: Only for noblemen. Most people weren't allowed them. Not shown here.

Supporters: Only given to very few important people. They hold up the shield. May be two the same or different.

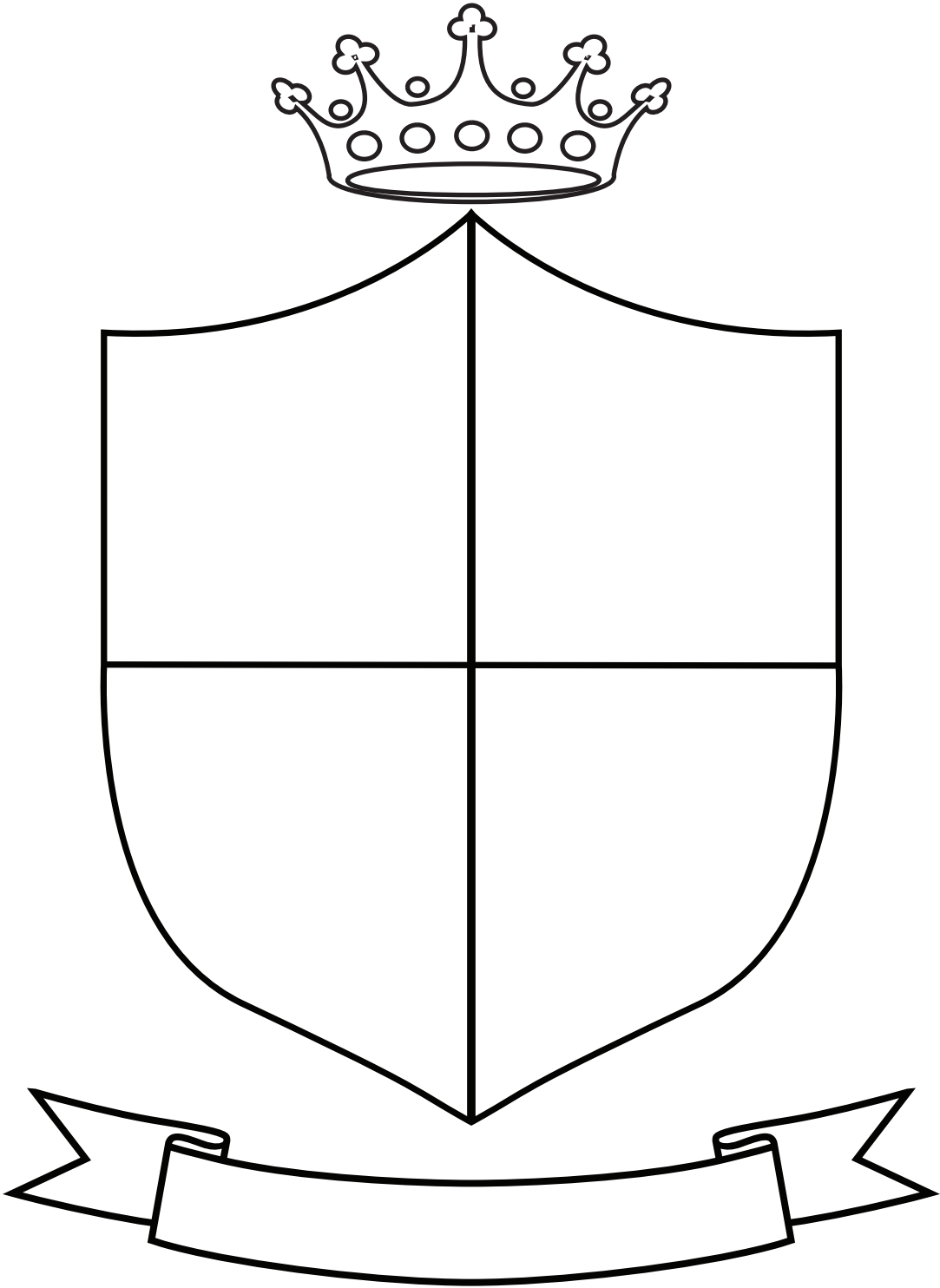
Compartment: Supporters often stand on a grassy mound. Not shown here.

Rubric for Coat of Arms

Criteria	Total Points Possible	Your Points
Neatness - use of precise drawings and artwork	10	
Motto - clearly identified and reflects own beliefs and values	25	
Symbols & Images - incorporate three or more images, symbols and animals from the Middle Ages into the coat of arms	40	
Explanation - clear and reflects the Code of Chivalry Values	25	
Total	100	

COAT OF ARMS

Student Handout



LESSON PLAN: TAPESTRIES

OBJECTIVES:

Social Studies

- Students will be able to describe the purpose of recording history and momentous events

Civics

- Students will be able to interpret different perspectives of the same or similar events.

PROCEDURES:

Students will pick an event of significance to them, their school or their family and depict that event in imagery. Ask students, “How would you depict this event on a tapestry to ensure it was remembered for all time?” and “What images would be most important?”

Tapestry

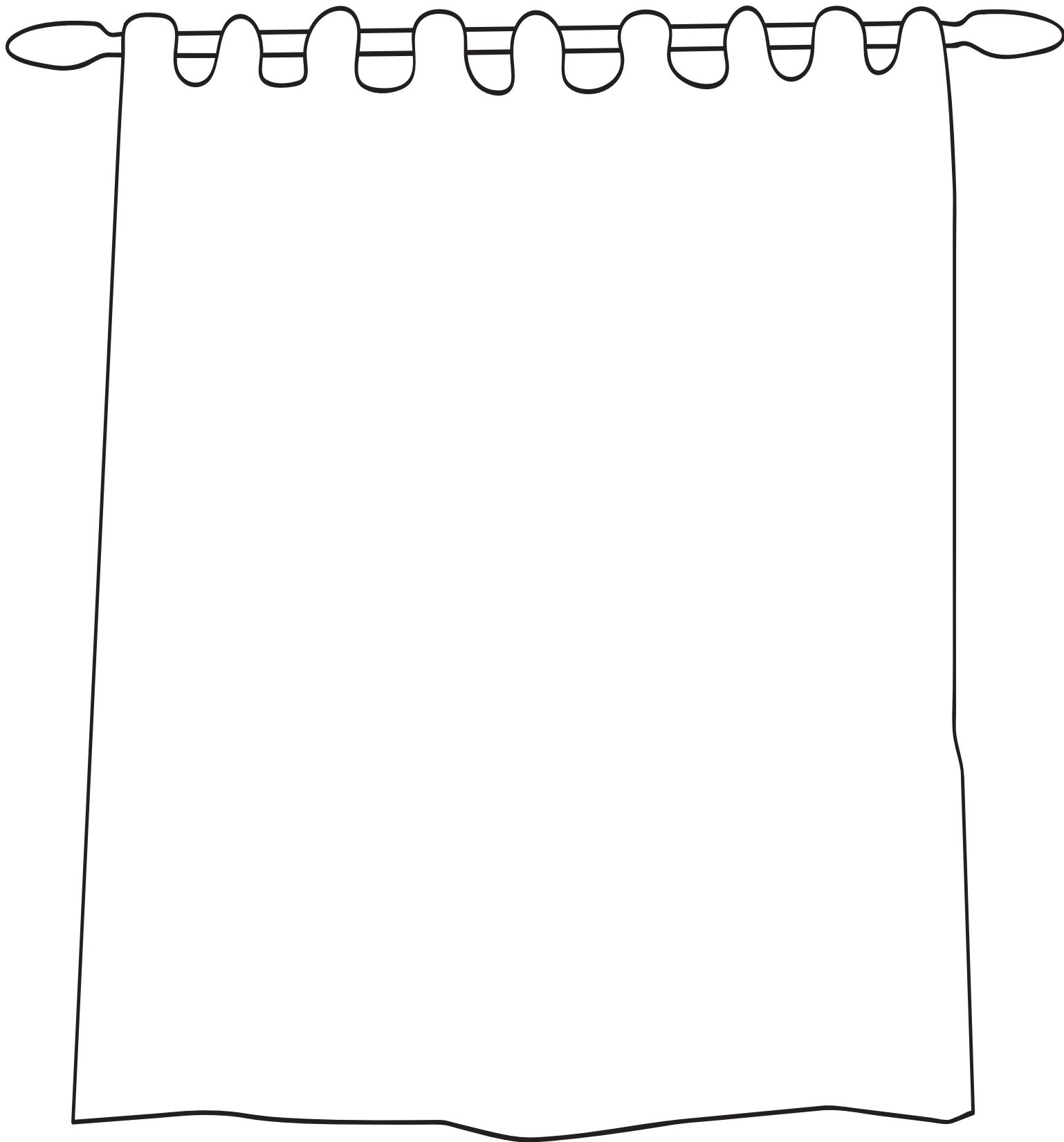
A tapestry is a heavy cloth with rich, colored designs or scenes usually hung on walls for decoration and sometimes used to cover furniture.

At a time when most people could not read, the images in the tapestries ensured that history and momentous events were recorded. By the 1400s, craftsmen were employed to weave elaborate designs for a growing market. It has been estimated that 15,000 people were employed in the craft by this time. Medieval weavers extracted dyes from plants and insects in a range of less than 20 colors.



TAPESTRY

Student Handout



LESSON PLAN: PROTECTING THE CASTLE

OBJECTIVES:

Social Studies

- Students will be able to make inferences and draw conclusions about life in a castle.

English (Vocabulary)

- Students will be able to use a working vocabulary relating to the structure of castles.

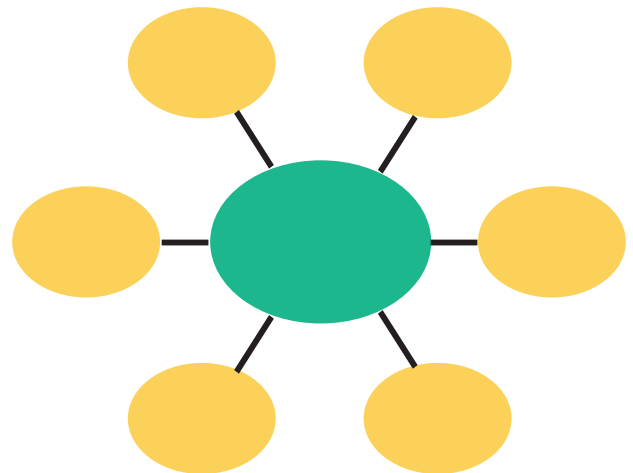
TECHNOLOGY

- Students will be able to plan, use, and evaluate various search strategies

PROCEDURES:

Lesson can be done as a whole group or in smaller teams depending on the size of the class.
Groups of 6 are recommended.

1. Students will be creating a sales pitch – at the discretion of the teacher, this can be a written product, digital product, or an oral presentation. Teachers, preceding this Lesson Plan, you may want students to watch some examples of sales pitches from shows like Shark Tank.
2. Review the following features of a castle and their purpose:
 - a. Buttresses
 - b. Towers and keeps
 - c. Spiral staircases
 - d. Narrow slit windows
 - e. Gateway
3. Each of the features above serves a purpose in defending the castle from an attack. Ask students to brainstorm other problems that the castle may experience from defending off an invading army (*arrow fire, ladders on the walls, catapults, etc.*)



4. Ask Students – “What is a new castle feature that you would try to convince a medieval architect to use?” (*see handout*)
 - a. Why would this be an important feature?
 - b. What types of attacks would this defend against?
 - c. What would it be made of?
 - d. What materials could be used?

LIFE AT THE CASTLE

Student & Teacher Source

Castles belonged to the wealthy, important, and powerful people of the land – kings, queens, nobles, and knights. Castles were designed to be difficult to attack and easy to defend. Castles protected owners from rivals and invaders; however, castles were also used to protect the local citizens.

Early castles were built in the 9th and 10th centuries and were constructed of earth and wood; usually constructed on higher ground. Castles from the 11th century and later were always built of rocks and stones on high ground and often surrounded by water such as a lake of wide, deep water called a moat. Stone castles had massive walls that were between 15 and 20 feet thick.

Here are the five key castle structures and how they help castle defense:

1. **Buttresses** are the extra thick part of the outer walls that assist in strengthening the structure.
2. **Towers and keeps** were tall and square and enabled long distance surveillance. Originally the corners were square, but later designs were rounded or cylindrical. Squared corners were more vulnerable to damage by projectiles like boulders from catapults.
3. **Spiral staircases** inside castles were specifically designed to inhibit right-handed invaders by forcing the attacker's balance to the left side while stonework defeated his ability to swing his sword properly.
4. **Narrow slit windows** were slim on the inside, but flared wider on the outside. This made it difficult for the enemy to hit the defenders, but enabled those inside with a wider range of motion for attacking the enemy.
5. The fore building was the **gateway** into the castle. It was usually positioned forward from the castle, on higher ground or upstairs from ground level making it more difficult to gain entry. Gateways were protected with a massive iron gate, a heavy wooden door or both.



PROTECTING THE CASTLE

Student Handout

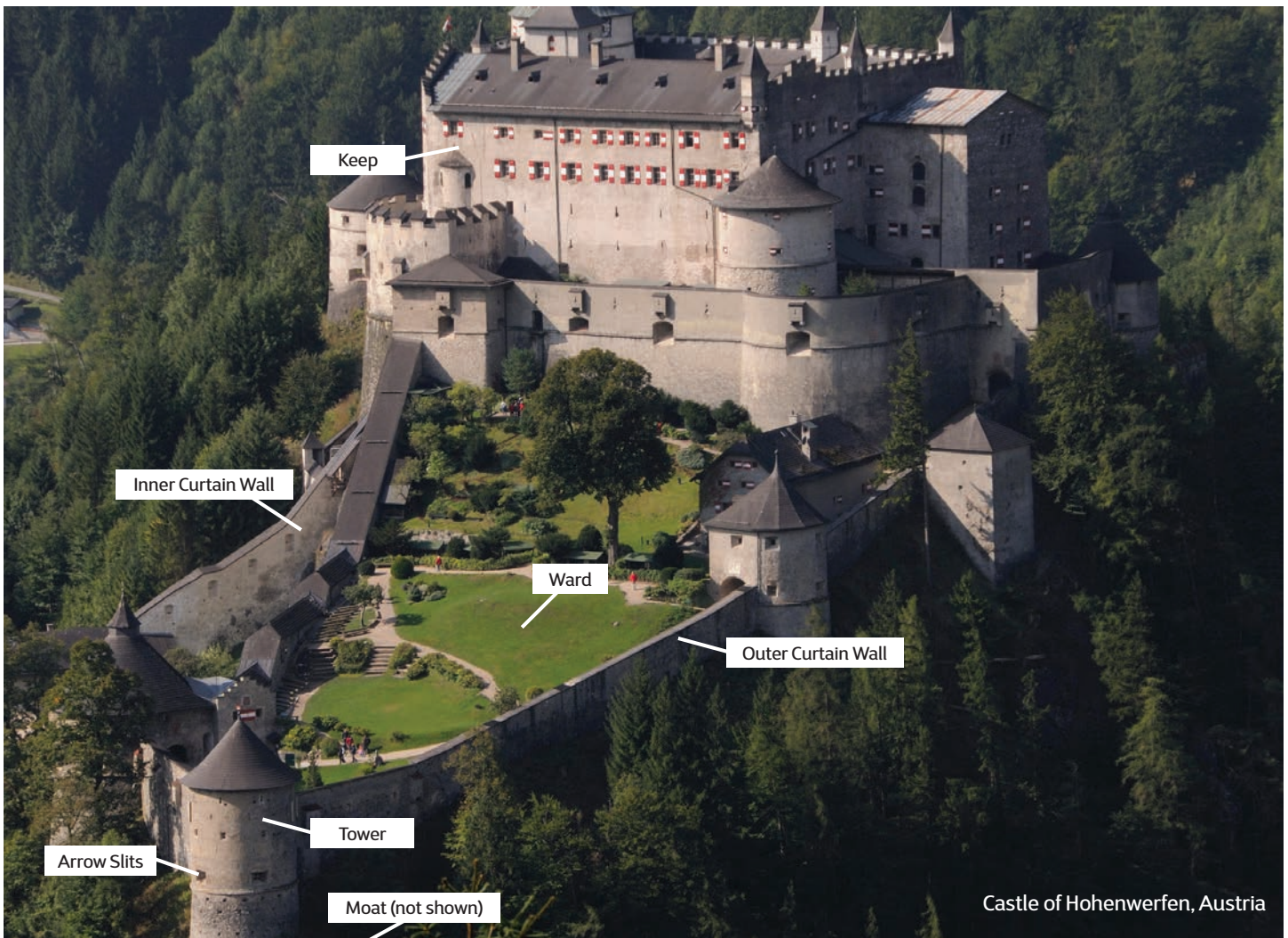
A castle was built as a sign of stature and to protect against attack. The diagram below shows many of the castle features that you have learned about during your study of the Medieval era.

Assignment

You are selected to help a medieval architect plan the building of a new castle and **you want to add a new feature to the castle**. This feature must prevent an attack and help the castle defend against enemies. Create a sales pitch that will convince the architect that your feature is important and would be a benefit to the castle and the nobility who will live there.

Be sure to include:

1. The name of your new castle feature.
2. What problem does it solve? / What type of attack would your feature protect against?
3. What would it be made of?
4. Why is this feature important?
5. How would this feature benefit the nobility living in the castle?



LESSON PLAN: PEOPLE OF THE MIDDLE AGES

OBJECTIVES:

English (Vocabulary)

- Students will be able to use a working vocabulary to define the roles of people in the Middle Ages.

Social Studies

- Students will be able to summarize the relationship of the people in the Middle Ages.

Culture

- Students will be able to describe the importance of their job to the community.

Governance

- Students will be able to define the hierarchy of society in the Middle Ages

People of the Middle Ages

Assign each group of 3–4 students a title that was present during the medieval era. Taking on the persona assigned, students will complete the “Day in the Life” questions and share their results on a poster or in a digital format.

King or Queen

A monarch who ruled a kingdom or territory and whose position is hereditary.

Lords/Ladies

The proprietor of a manor.

Vassals

A person who held land from a feudal lord and received protection in return for homage and allegiance.

Knights

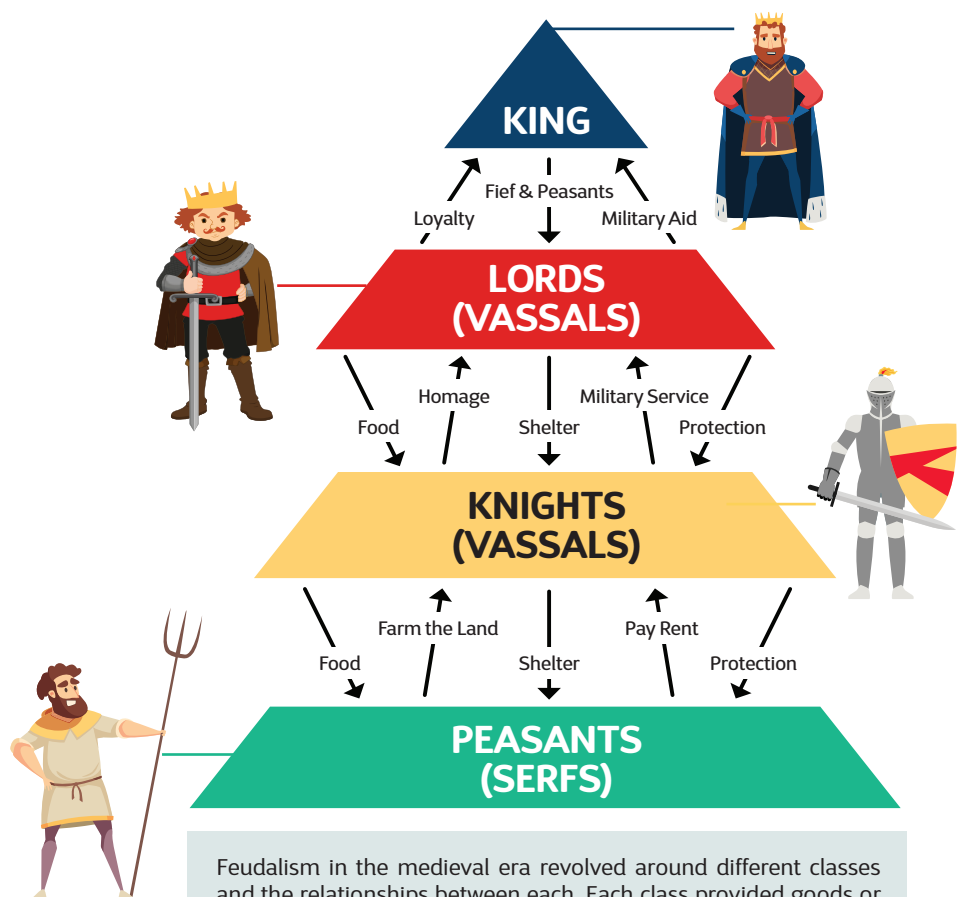
A medieval gentleman-soldier, usually high-born, raised by a sovereign to privileged military status after training as a page and squire.

Peasants

They were the poorest people in the medieval era and lived primarily in the country or small villages.

Serfs

A member of the lowest feudal class, attached to the land owned by a lord and required to perform labor in return for certain legal or customary rights.



PEOPLE OF THE MIDDLE AGES

Student Handout

Taking on the persona assigned by your teacher, your group will complete the “Day in the Life” questions and share your results on a poster or in a digital format.

King or Queen

A monarch who ruled a kingdom or territory and whose position is hereditary.

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The proprietor of a manor.

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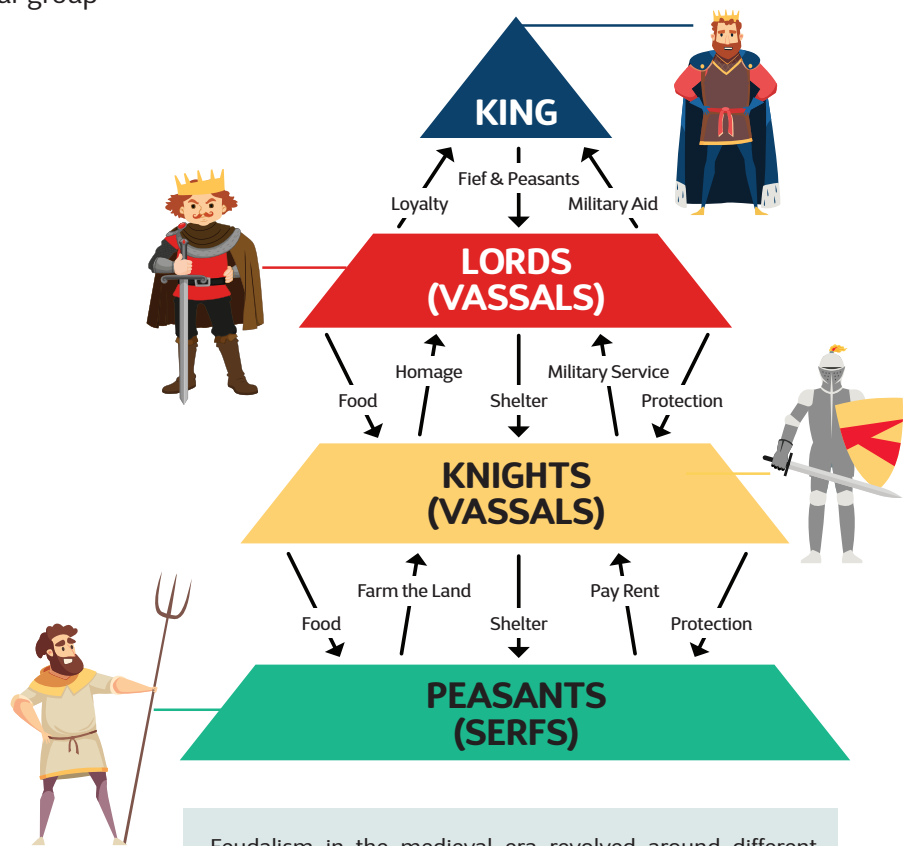
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Feudalism in the medieval era revolved around different classes and the relationships between each. Each class provided goods or services in return for something else. What other relationships are there between these classes?



Day in the Life

Using the persona assigned to you, use your knowledge, handouts, textbooks, notes, and digital resources to answer the following questions. You will need to present your answers to the class.

1. What did you have for breakfast today?
2. What did you choose to wear? What did you wear yesterday?
3. What are your plans for the day?
What do you NEED to accomplish today?
4. What will you be having for lunch or dinner today?
5. What will you do for fun or to relax today?
6. What events are coming up that are particularly important to you?
7. Who are the most important people around you?
8. What are you proudest of?
9. What are your biggest worries?
10. If you had one wish, what would it be?

PEOPLE OF THE MIDDLE AGES

Student & Teacher Source

The medieval era, often called the Middle Ages or the Dark Ages, began around 476 A.D. following a great loss of power throughout Europe by the Roman Empire. The Middle Ages span roughly 1,000 years, ending between 1400 and 1450. Though, in Spain, 1492 is considered the end of their medieval period and the beginning of the modern era.

The Middle Ages changed the landscape of Europe through:

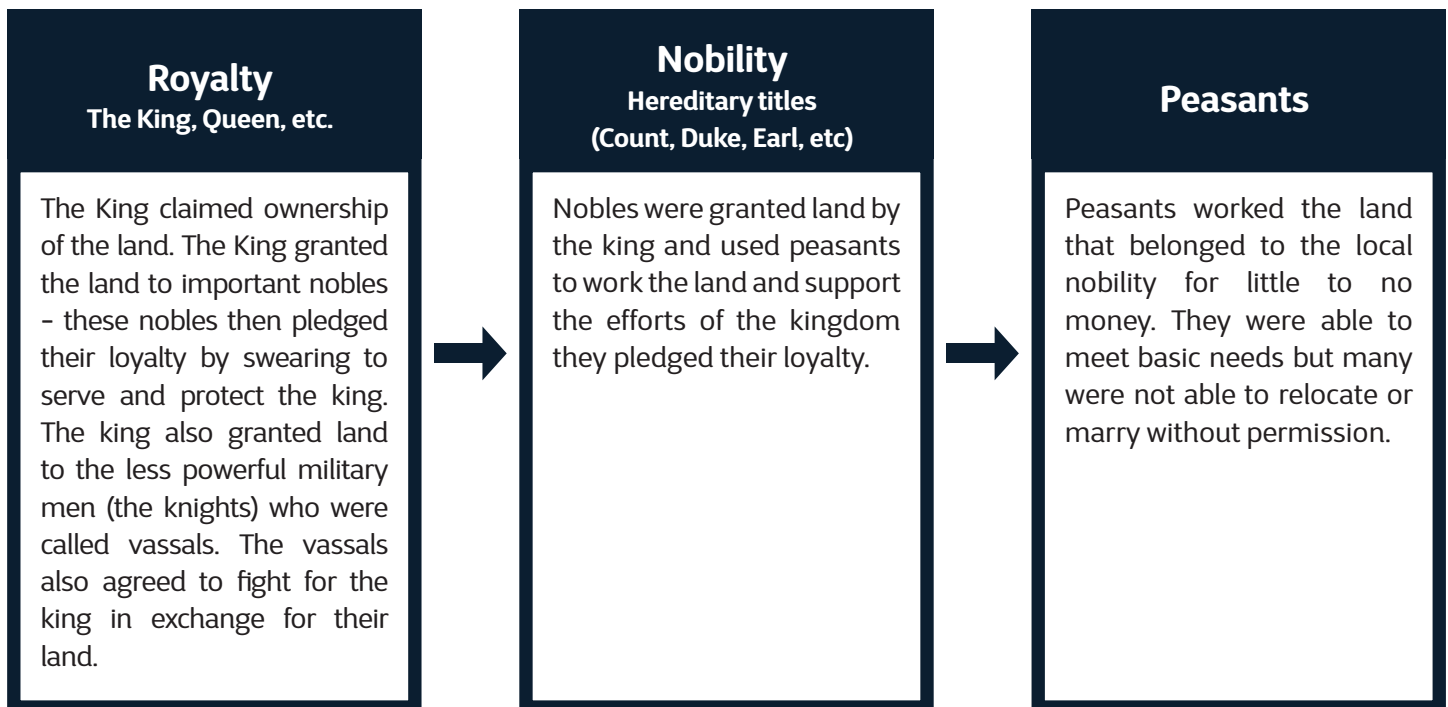
- A surge in Christianity leading to the building of great cathedrals
- Clearing of large tracts of land by peasants
- Settling of new towns and villages
- Building of great castles by local nobility

The period was one of human expansion, centralization and great political upheaval and violence, resulting in the foundation of many modern European countries.



Spain was not the united country that it is today. In the 11th century there were multiple Spanish kingdoms that each claimed a different area of land. The map outlines each of the 11th century Spanish kingdoms and their land. Medieval Times has knights that represent many of the areas in the kingdoms of both Leon and Navarre.

Owning and Working the Land in the Feudal System



PEOPLE OF THE MIDDLE AGES

Student & Teacher Source

Originally knights were attendants or specialized foot-soldiers, but the status of knights was elevated around 800 A.D.

Kings or lords would raise a soldier to a knight by lightly striking (dubbing) the knight's shoulder with the flat of his sword. The knight was given a sword, a pay raise and, frequently, a plot of land. Most knights were required to be at least 21 years old.

Knights were considered elite soldiers in battles, wars and crusades, but when not in such situations, they usually acted as law enforcement officers of the local lord's court or that of the king.

Knights began fighting while riding large and powerful horses called warhorses. This radically changed how conflicts were waged at that time. Since these horses were expensive, only wealthier men could afford to become knights.

Knights required attendants to handle the knight's several horses, maintain and hand him his heavy weapons and shield, assist him in mounting and dismounting the horse and guard his prisoners. Squires assisted the knight in battle training and exercises, and often became knights themselves.

Knights typically wore better than average clothing, but wore chain mail, helmets and partial suits of armor only in battle. Swords, daggers and sometimes lances were the weapons of choice. Full suits of armor made of plate steel came into use around 1400.

Each knight had his own flag or banner that identified him on and off the battlefield, called a coat of arms. The pattern and colors on the flag were often repeated on his shield and on other items belonging to the knight.

The principles and customs of the medieval knight were categorized as chivalry. Knights were known for their masterful skills with horses. A knight's code of conduct included: mercy, humility, honor, sacrifice, faithfulness, courage, utmost graciousness and courtesy toward women.



PEOPLE OF THE MIDDLE AGES

Student & Teacher Source

Names in the Middle Ages

In the medieval era, most people had only a given name, such as John. To differentiate, some were also known by the manor in which they resided – John became John of Cornwall Manor. This would be added to things, such as trade – Edward the Metalsmith or Jacob the Miller.

Over the centuries these turned into the last names of today (just drop “the”). In this vein, if John had a son Charles, he might be known as Charles, John’s son (later known as Charles Johnson).

Entertainment: Drama, Dance & Tournaments

Songs and stories were very popular during The Middle Ages. People would entertain themselves with song, dance, music and stories. Wandering entertainers, called minstrels or troubadours, would travel from village to village providing such entertainment—particularly music—for the local people. They were paid in food and sometimes coins.

Other entertainers would come through as well, including jugglers, acrobats and those with trained animals. These were the early origins of traveling circuses. Traveling puppet shows were common as well.

Cards, dice and guessing games were popular. The noble classes began to play new games like chess and backgammon that were brought back from the Orient during this period.

Communication

Methods of communication during the medieval period were very limited. Without the use of television, telephone, radio, internet or the postal service, correspondence took place in the form of letters delivered by private messenger. Letters were written on parchment (pieces of dried animal skin) with the use of ink and quill pen.

Books were very expensive in the Middle Ages, as each was written and illustrated by hand. A book consisted of a series of bound parchment leaves. Before the invention of the printing press, it took a team of scribes, illuminators and bookbinders a very long time to make a single book.

Tradesmen and Merchants

Tradesmen and merchants played an important role in the medieval era. To learn a skill, one would begin as an apprentice to learn a craft and, only after many years of training, one could become a skilled tradesman such as a carpenter, blacksmith, or artisan. Merchants sold items, often between towns. The most popular traded items were salt, iron, and textiles.

FOOD AND DRINK

Food, Drink, Clothing

Everyday food for the poor in the Middle Ages consisted of cabbage, beans, eggs, oats and brown bread. Sometimes, as a specialty, they would have cheese, bacon or poultry.

The wealthier you were, the better you ate. More meat and game such as venison was available to those who could afford it, along with white bread, spices and rich sauces.

If you lived near a body of water, fish was prominent in your diet. Inland lakes and streams provided freshwater fish and turtles, while coastal regions near oceans and seas had ample access to saltwater fish like herring, cod, whale and eel. When possible, fish was eaten fresh. Fish was also dried, smoked or salted for long-term storage to be eaten during winter.

Honey straight from bee hives called apiaries was the common sweetener during the period; while herbs, nuts, roots and flowers were eaten and used in medicinal tonics and teas.



Clothing: Men and Women

As in the previous centuries, two styles of dress existed side-by-side for men: a short (knee-length) costume deriving from a melding of the everyday dress of the later Roman Empire and the short tunics worn by the invading barbarians, and a long (ankle-length) costume descended from the clothing of the Roman upper classes and influenced by Byzantine dress.

Women's clothing consisted of an undertunic called a chemise or smock. This was usually made of linen.

Over the chemise, women wore one or more ankle-to-floor length tunics (also called gowns or kirtles). Working class women wore ankle-length tunics belted at the waist.



MEDIEVAL LIFESTYLES

Primary and Secondary Sources

One of the best ways to study the past is to examine primary and secondary sources. These artifacts and writings give researchers an understanding of what life was like for people living in the Medieval Era as well as deeper insight into what traditions and rituals were of great importance. Through using these resources, one can find out not only how people acted, but the motivation behind those actions.

Websites with additional primary and secondary sources:

- Eyewitness to History - <http://www.eyewitnesstohistory.com/mefrm.htm>
- Euro Docs / Medieval Spain - http://eudocs.lib.byu.edu/index.php/Medieval_Spain
- Fordham University, Medieval Sourcebook - <http://legacy.fordham.edu/halsall/sbook.asp>



Any castle building was designed both to defend a country and to dominate the population. Often the castles would be situated to split an attacking force, ideally keeping the invaders busy until relief arrived. With infantry being able to travel up to 30 miles in a day and horsemen much further, a castle could control a wide area of countryside.

STUDENT VOCABULARY

Student Handout

Castle

Structures that belonged to the wealthy, important, and powerful people of the land – kings, queens, nobles, and knights. They were symbols of status during times of war and in peace. Early castles were built in the 9th and 10th centuries and were constructed of earth and wood. They were designed to be difficult to attack and easy to defend.

Chivalry

The medieval system, principles and customs of knighthood. The qualities idealized by knighthood, such as bravery, courtesy, honor and gallantry toward women.

Feudalism

A political and economic system of Europe from around the 9th to 15th centuries. It was based on nobility holding all land in exchange for homage to the Crown, military service, labor, and fruits of the land.

Hierarchy

Categorization of a group of people according to ability or status.

Knight

A medieval gentleman-soldier, usually high-born, raised by a sovereign to privileged military status after training as a page and squire.

Lord

The proprietor of a manor.

Manor

The district over which a lord had domain and could exercise certain rights and privileges in medieval Europe.

Page

A boy who acted as a knight's attendant as the first stage of training for chivalric knighthood.

Peasant

They were the poorest people in the medieval era and lived primarily in the country or small villages.

Serf

A member of the lowest feudal class, attached to the land owned by a lord and required to perform labor in return for certain legal or customary rights.

Squire

A young nobleman attendant upon a knight and ranked next below a knight in feudal hierarchy.

Tapestry

A heavy cloth with rich, colored designs or scenes usually hung on walls for decoration and sometimes used to cover furniture.

Vassal

A person who held land from a feudal lord and received protection in return for homage and allegiance.

Valor

A quality of determination when facing great danger, especially in battle.

Virtue

The display of moral excellence.