

Medieval Times®

DINNER & TOURNAMENT



4th and 5th Grade 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 www.medievaltimes.com/edu

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PEOPLE OF THE MIDDLE AGES - DAILY LIFE

Teacher Source - This information is for the teacher to use prior to beginning the lesson plans.

Overview: The Middle Ages

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

Royalty

The King, Queen, etc.

The King or Queen claimed ownership of the land and granted the land to important nobles - these nobles then pledged their loyalty by swearing to serve and protect the King or Queen. The King or Queen also granted land to the less powerful military men (the knights) who were called vassals. The vassals also agreed to fight for the King or Queen in exchange for their land.



Nobility

Hereditary titles
(Count, Duke, Earl, etc)

Nobles were granted land by the King or Queen and used peasants to work the land and support the efforts of the kingdom to which they pledged.



Peasants

Peasants worked the land that belonged to the local nobility for little to no money. They were able to meet basic needs but many were not able to relocate or marry without permission.

PEOPLE OF THE MIDDLE AGES – DAILY LIFE

Teacher & Student Source

Peasants, Serfs and Farmers

Peasants were the poorest people in the medieval era and lived primarily in the country or small villages. Serfs were the poorest of the peasant class, and were a type of slave. Lords owned the serfs who lived on their lands. In exchange for a place to live, serfs worked the land to grow crops for themselves and their lord. In addition, serfs were expected to work the farms for the lord and pay rent.

Everyday peasants could be educated and marry if they could afford it. Serfs, however, could do neither and were not permitted to relocate without the lord's approval.

Farmers were a bit better off than peasants, as some owned their own farms. Most worked the farm lands themselves or with the aid of peasants and serfs.

Farmers and peasants lived in simple dwellings called cottages. They built their own homes from wood and the roofs were thatched (made of bundles of reeds that have to be replaced periodically). The interior walls were generally made of wattle and daub – an arrangement of twigs weaved into a wall shape and coated with mud and straw to make a hard, plaster-like surface to keep out drafts. Often farmers, peasants and serfs brought their animals into their homes to protect them.

Carpenters

Carpenters were highly skilled and considered to be elite tradesmen. To become a carpenter, it was usually necessary to join a guild as an apprentice and learn the craft. A knowledge of math, woodworking and the use of tools was required for all carpenters.

Kings or Queens and nobles often sought the finest carpenters and kept them retained on their staffs as specialists. Furnishing castles and estates was not only done for decorative purposes, but also to demonstrate prestige and status to visitors. Thus, a master carpenter was always in demand and could earn high wages.

Metalsmith

The metalsmith, sometimes called blacksmith, had to first make his tools before he could make metal parts such as horseshoes, nails and door hinges. The blacksmith would also work as an armorer for the King or Queen or count – making swords, shields and armor.

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.



PEOPLE OF THE MIDDLE AGES – DAILY LIFE

Teacher & Student 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.

PEOPLE OF THE MIDDLE AGES

Teacher & Student Source

Food and Drink

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.



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, Queens 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 or Queen.

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.



STUDENT VOCABULARY

Student Handout

Arrow

Used with longbow in order to reach target by knights.

Andalusian

Pure Spanish horse breed from the Iberian Peninsula. Known for its prowess as a war horse and was prized by the nobility.

Battering Ram

Often created on the spot using a nearby tree, battering rams were used to bash down doors and crumble walls.

Battle Ax

Common weapon used for chopping.

Castle

Structures that belonged to the wealthy, important, and powerful people of the land – King or 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.

Catapult/Trebuchet

Large device with weighted throwing arm held under tension until released. Large rocks or iron balls were hurled at castle walls in order to smash them down.

Chain mail

Body shielding that was made of thousands of interlinked rings of steel.

Chivalry

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

Crossbow

A bow mounted onto a wooden body called a stock. Crossbows were used to shoot arrows or stones and required much less skill and training than a longbow.

Dagger

Two-sided blade. Daggers were common to most soldiers and varied from simple to elegant. Most often daggers were used for close combat when the fighter's sword was lost.

Friesian

A horse breed from the Netherlands that resembles a draft horse. Their size enables them to carry a knight in armor.

Helmet

Part of suit of arms covering the head.

Knight

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

Knives

Smaller than a dagger and usually only have a single-edged blade. Used primarily as a tool for eating, cutting and repairing.

Lance

Used by knights on horseback. Ceremonial version of a spear used during jousting tournaments.

Longbow

Long range offensive weapon there were highly accurate in skilled hands. Longbow was used to fire arrows. Soldiers who used this were called longbowmen or archers.

Lord

The proprietor of a manor.

Mace

Large club with a ball or spiked ball on the end or fixed to a chain on the end of a handle.

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.

Quarter Horse

A breed of stocky muscular horses capable of high speed for short distances.

Shield

Used to protect the fighter from attack.

Squire

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

Suit of Armor

The effective of body shielding was tailor-made by a metalsmith to the intended wearer. Overtime, the full head-to-toe suit of armor was developed.

Sword

Medieval swords almost always had a double-edged blade to enable cutting action on the backswing. Swords came in many varieties such as sabers, broadswords and claymores.

Valor

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

Virtue

A quality of someone who displays moral excellence.

LESSON PLAN: KNIGHTS

OBJECTIVES:

Language Arts

- Students will be able to spell correctly.

Social Studies/Civics

- Students will be able to analyze roles, rights and responsibilities of citizens.

Technology

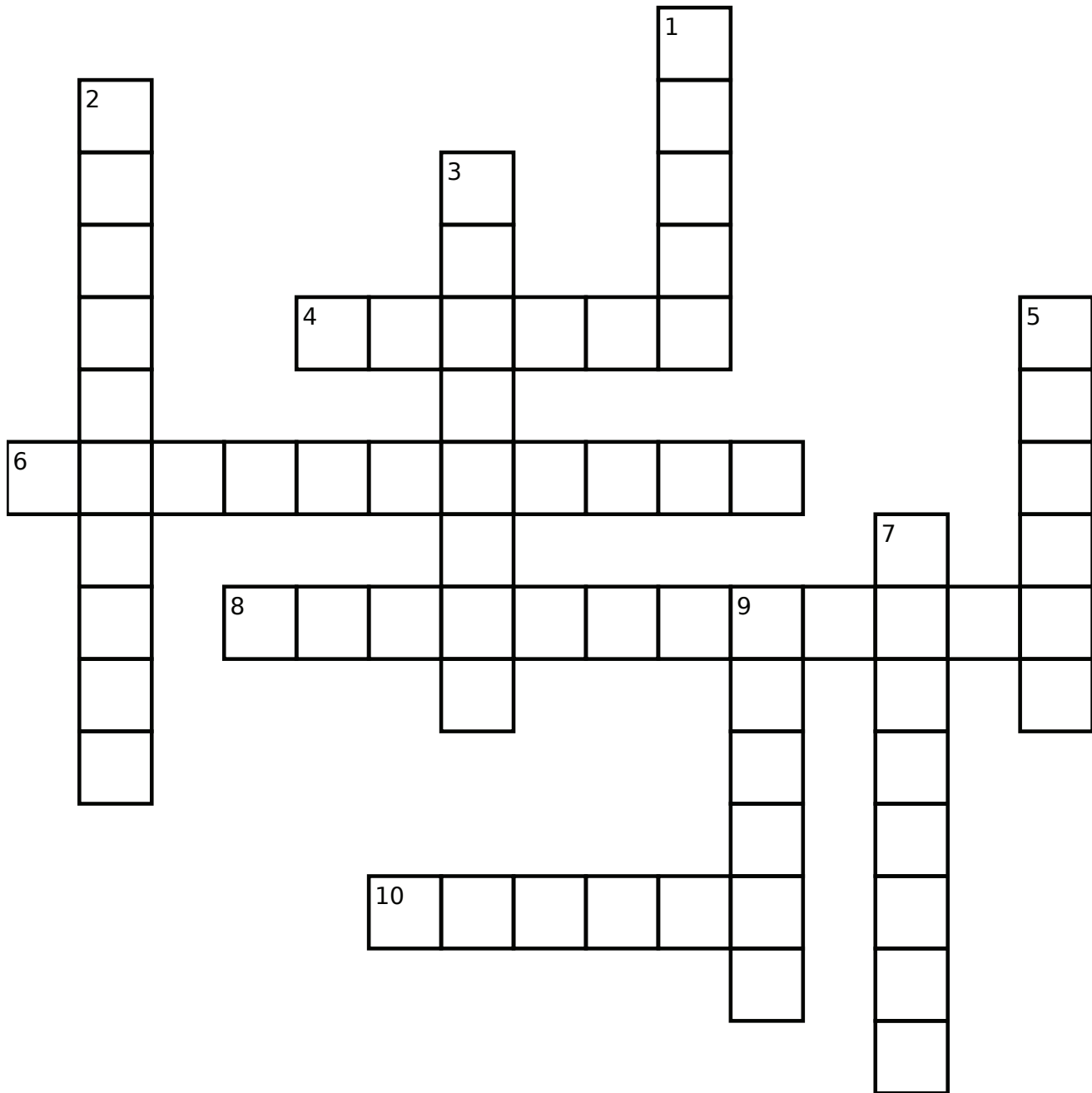
- Students will be able to develop and use successful strategies for locating information.

PROCEDURES:

Distribute the crossword puzzle. Allow students to use resources, such as the internet, to define words in crossword puzzle.

KNIGHTS

Student Handout



Down:

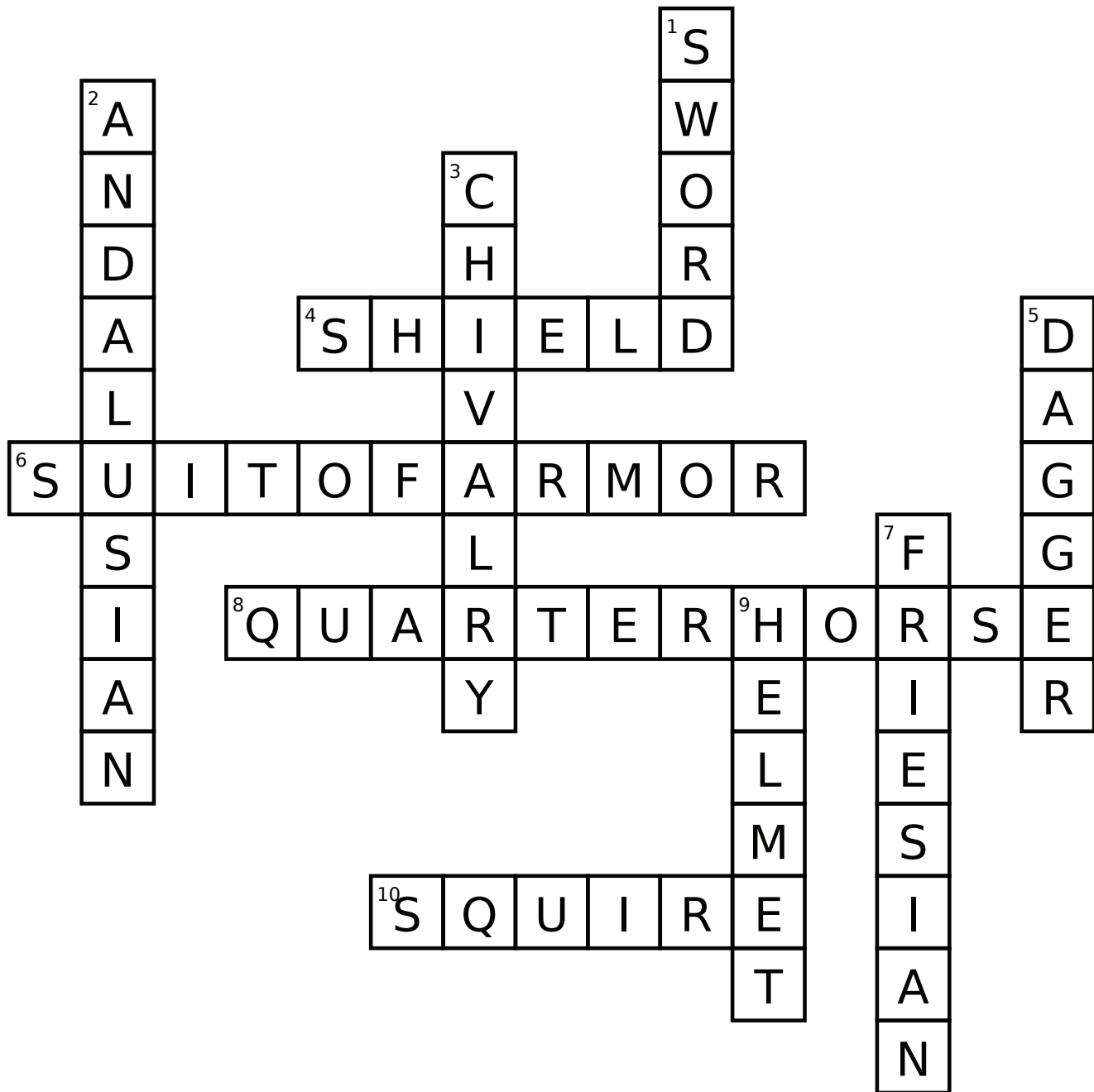
1. double-edged blade
2. pure Spanish horse breed
3. qualities of a knight
5. Two-sided blade
7. horse that carries armored knight
9. part of suit of armor for head

Across:

4. protects fighter from attack
6. head-to-toe body shield
8. horse for high speed
10. attendant to a knight

KNIGHTS

Answer Key



Down:

1. double-edged blade
2. pure Spanish horse breed
3. qualities of a knight
5. Two-sided blade
7. horse that carries armored knight
9. part of suit of armor for head

Across:

4. protects fighter from attack
6. head-to-toe body shield
8. horse for high speed
10. attendant to a knight

LESSON PLAN: KNIGHT'S WEAPONS AND EQUIPMENT

OBJECTIVES:

Language Arts

- Students will be able to identify new vocabulary.

Social Studies

- Students will be able to examine names of weapons used by knights in the Middle Ages.

PROCEDURES:

Distribute the Knight's Weapons and Equipment word search.

KNIGHT'S WEAPONS AND EQUIPMENT

Student Handout

F K N I V E S R G W W E F V W K D J Z U
F L C H A I N M A I L N S Z E S F A B I
U M A D I A R R O W H K W C H Y B X K G
N H X W N R S A Q T O G O O N E J Y J N
K S O L M N A C G F T U R F E Z T W O A
P F U U Y K F K C A R Z D F J P P N Z F
O L J T O B W T R N E J Q K F A Z P Q O
Q F A C J Y K M O S B K X R P B G O M R
B L L D O G L A S O U Y C R U J L M C C
Y A Y N A A C C S B C C J V D P Q F A U
B N T V H G X E B T H K M H U M K F T V
K M U T M M G L O I E S N L L B G L A A
L Q C Z E O L E W Y T B H I I C A D P Q
O W K B W R V A R H Q Z A I D X I E U N
N K Q R S G I Z N V R Y X T E P D E L E
G T Y K G B B N M C Z Q N L T L F N T X
B Z H J I Q L N G J E A E E Y L D Z Z I
O X M S L B F P Q R E B U Y D U E K H K
W B Y H H V E T S T A L F V L W Z A U P
T L H Z N Q B U E L A M J R C V R Y X K

Word Bank:

Battering Ram

Crossbow

Knives

Mace

Trebuchet

Battle Ax

Lance

Sword

Catapult

Dagger

Arrow

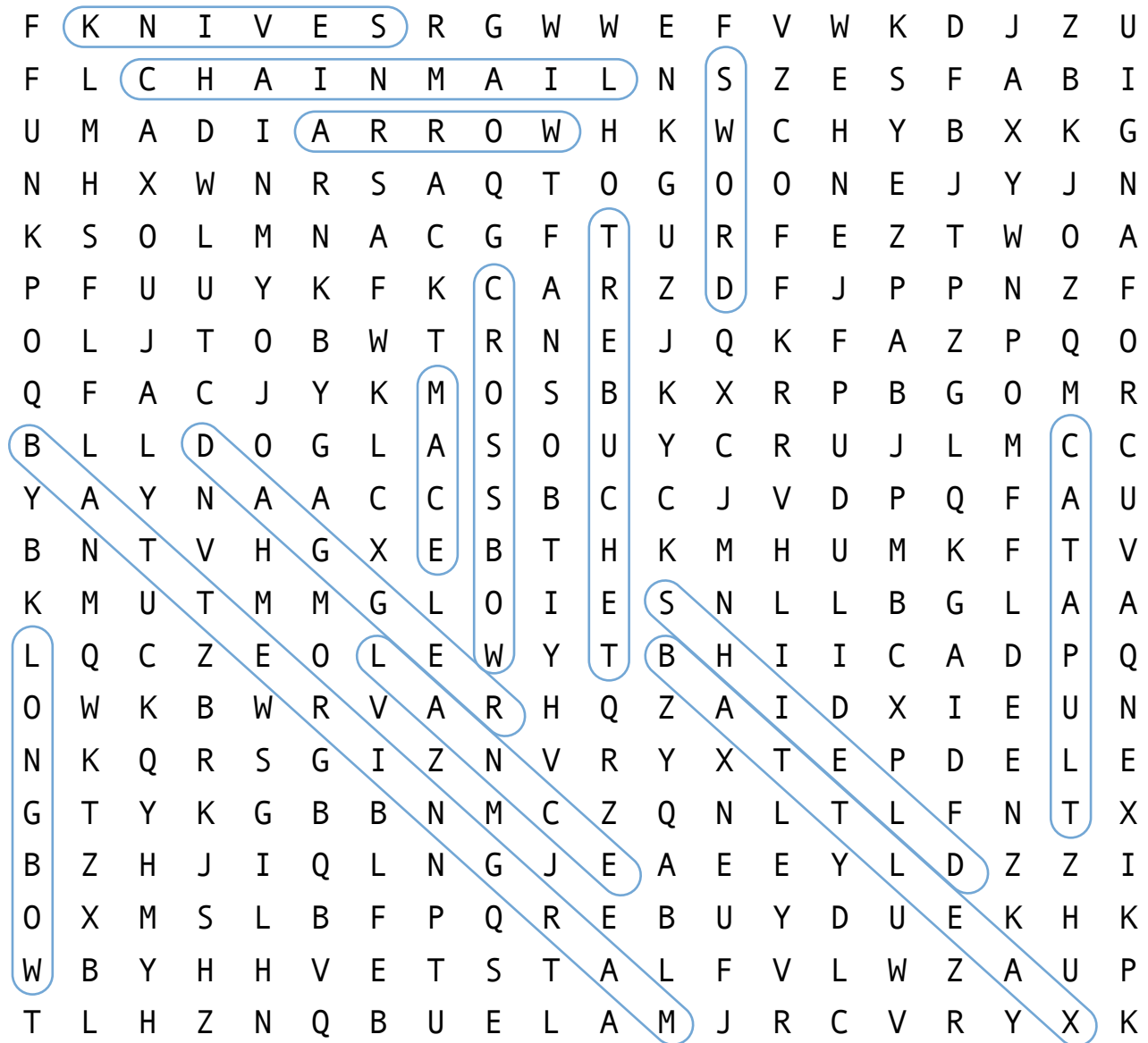
Chain Mail

Longbow

Shield

KNIGHT'S WEAPONS AND EQUIPMENT

Answer Key



Word Bank:

Battering Ram

Crossbow

Knives

Mace

Trebuchet

Battle Ax

Lance

Sword

Catapult

Dagger

Arrow

Chain Mail

Longbow

Shield

LESSON PLAN: STRUCTURE OF A CASTLE

OBJECTIVES:

Language Arts

- Students will be able to determine the meaning of new vocabulary.

Social Studies

- Students will be able to explain the cultural make-up of the structure of different communities.

Science

- Students will be able to interpret information to construct reasonable explanations from direct (observable) evidence.

MATERIALS

- Dictionary

PROCEDURES:

Students will use a dictionary to determine the meaning of the following words as they relate to a Middle Ages castle.

Buttress

Moat

Arrow Slits

Tower

Flags

Stone Wall

Narrow Slit Window

Portcullis

Battlements

Gateway

Students will label the diagram of a castle in the Middle Ages.

STRUCTURE OF A CASTLE

Student Handout

Use a dictionary to determine the meaning of the following words as they relate to the Middle Ages Castle

Buttress _____

Tower _____

Narrow Slit Windows _____

Gateway _____

Moat _____

Flags _____

Portcullis _____

Arrow Slits _____

Stone Wall _____

Battlements _____

STRUCTURE OF A CASTLE

Student Handout

Label the parts of a castle.



Word Bank:

Buttress

Portcullis

Trebuchet

Tower

Moat

Battlements

Narrow Slit Window

Flag

STRUCTURE OF A CASTLE

Answer Key

Use a dictionary to determine the meaning of the following words as they relate to the Middle Ages Castle

Buttress

The extra thick part of the outer walls that assist in strengthening the structure.

Tower

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.

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.

Gateway

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.

Moat

A deep ditch surrounding a castle, typically filled with water, intended as a defense against attack.

Flags

A piece of fabric attached to a pole with a rope. It is used as a symbol or emblem of a country or kingdom.

Portcullis

A large, latticed gate typically made of metal or wood that slides down to block entry into the gateway

Stone Wall

A wall made of stones created to protect a city or Castle

Battlements

The most upper walled part of a Castle. It allows archers and bowmen to shoot from the open spaces

Trebuchet

A medieval catapult that uses a long arm to launch projectiles

LIFE AT THE CASTLE

Student & Teacher Source

Castles belonged to the wealthy, important, and powerful people of the land – King or 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.



LESSON PLAN: CHIVALRY REFLECTION

OBJECTIVES:

Language Arts

- Students will be able to write about important personal experiences.

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.

PROCEDURES:

Translate the Code of Chivalry Values into modern language

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>	

Student Source

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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-colored 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-colored 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.

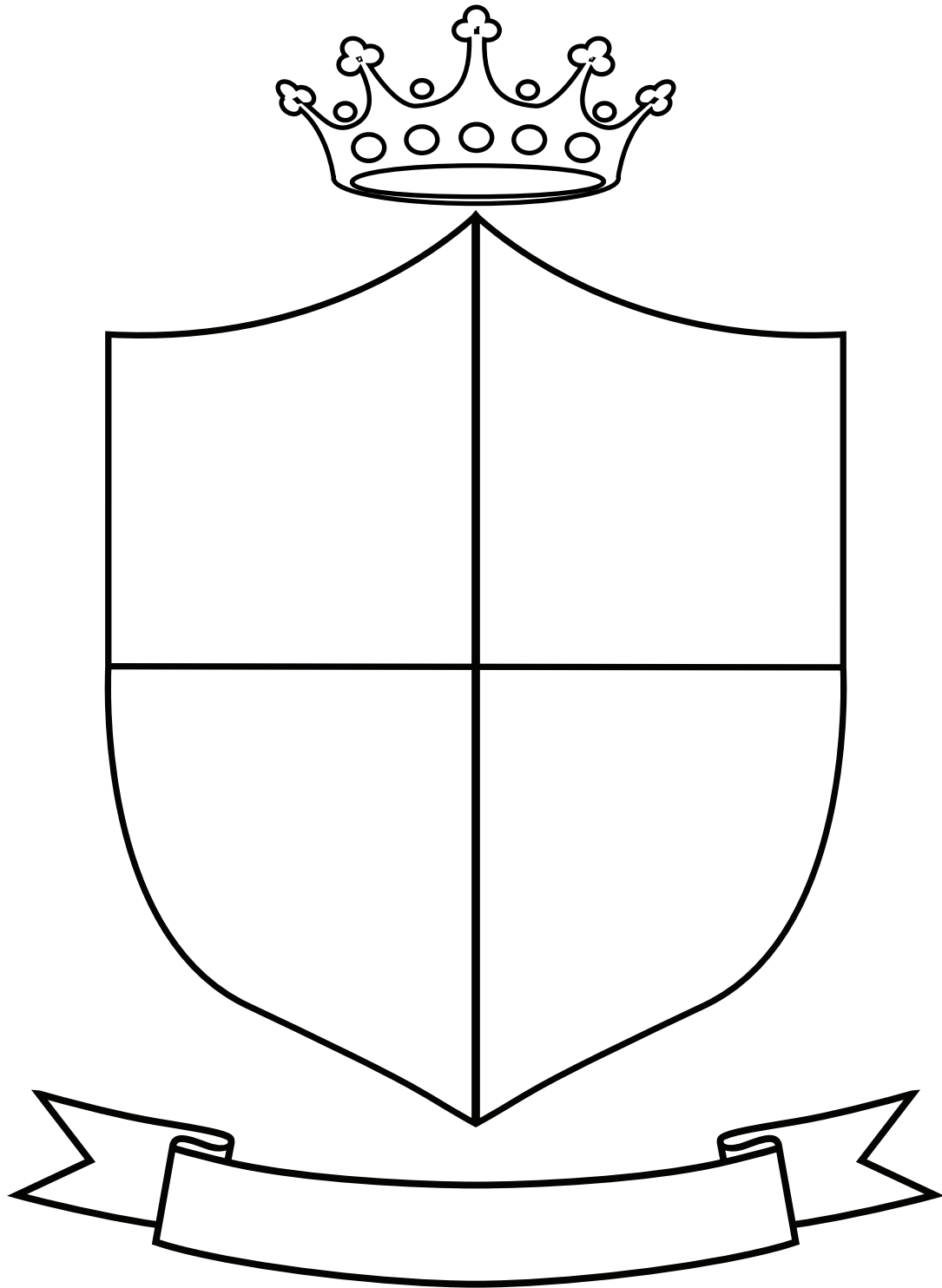
Compartment: Supporters often stand on a grassy mound. Not shown here.

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

