Medieval England: A Thematic Unit for 3rd Grade

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ABSTRACT

MEDIEVAL ENGLAND: A THEMATIC UNIT FOR 3rd GRADE

by Jennifer Adele Taylor

Using thematic units to teach young children provides them with the best opportunity for learning. Information that relates to their life provides students with a motivation to learn. This thesis is a unit comprised of multi-disciplinary lessons connected around one central theme: Medieval England. It has been created to align with the 3rd grade Academic Content Standards for Ohio.

To connect information for students and provide them with authentic experiences are both marks of a good teacher. It is my goal to be an educator who teaches through doing. Instead of listening to a lecture about the parts of a plant, I want my students to grow their own plants. Authentic experiences are those that are hands on. Students are actually involving themselves in their own learning, meaning that students are more likely to retain what they are learning. In addition to lessons being taught thematically, they need to be engaging.

Too often, students in our schools are taught information in fragmented blocks: English for one hour, math for another, and social studies twice a week. This discourages students in school, and creates an apathetic student body. If students are not motivated to learn, they will learn not to be motivated. Teaching young students through thematic units provides students something to get excited about, which that creates students that are motivated to attend school. If thematic units begin to be widely used in the United States, young students will grow up in school liking it, contributing to higher attendance rates, higher test scores, and higher graduation rates. That is why I have constructed this thematic unit: so that when I begin to teach, I have a set of lessons around a theme that will motivate my class to learn.
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Rationale/Goals

Instruction through thematic teaching provides students with a meaningful learning experience. Therefore, creating a thematic unit devoted to the study of Medieval England is an excellent way to expose students to English history, culture, geography, etc. The overall goals of this unit are for students to:

- become familiar with relevant aspects of English history during the Middle Ages
- become familiar with aspects of a Medieval Castle
- become familiar with relevant aspects of life during the Middle Ages including food, music, and games
- compare and contrast life in Medieval England with life today in the United States

O.D.E. Benchmarks in Thematic Unit

Language Arts
- Demonstrate fluent oral reading, using sight word and decoding skills, varying intonation and timing as appropriate for text.
- Demonstrate comprehension by responding to questions (e.g. literal, informational and evaluative).
- Use supporting details to identify and describe main ideas, characters and setting.
- Write narrative accounts that develop character, setting and plot.
- Write legibly in finished drafts.
- Spell grade-appropriate words correctly.
- Write formal and informal letters that include important details and follow correct letter format.

Mathematics
- Analyze and solve multi-step problems involving addition, subtraction, multiplication and division of whole numbers.
- Read, interpret, discuss and write about mathematical ideas and concepts using both everyday and mathematical language.

Science
- Compare characteristics of physical and chemical changes.
- Use appropriate instruments safely to observe, measure and collect data when conducting a scientific investigation.
• Organize and evaluate observations, measurements and other data to formulate inferences and conclusions.
• Explain the importance of keeping records of observations and investigations that are accurate and understandable.

Social Studies
• Construct time lines to demonstrate an understanding of units of time and chronological order.
• Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.
• Explain how new developments led to the growth of the United States.

Technology
• Develop, publish, and present information in print and digital formats.
• Develop an understanding of how physical technologies enhance our lives.

Arts
• Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.
• Develop and select a range of subject matter and ideas to communicate meaning in two- and three- dimensional works of art.
# Essential Question: What was life in Medieval England like?

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<td>Story Pre-writing workshop</td>
<td>Story Storyboard</td>
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<td>Rose Petal Bread</td>
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Circular Unit Theme

- Reading: Guided Reading Selected Books
- Art: Castle Design Workshop
- Writing: Letter to Crispin
- Technology: “Destination Castle”, story publishing
- Cooking: Rose Petal Bread, “upper crust”
- Math: Timeline Activity
- Music: Listening Activity
- Science: Long Term Observation
- Crispin: the Cross of Lead
- Writing Story Workshop St. George and the Dragon
Intro to Medieval Times in England

Student Objectives

• Students will become familiar with introductory aspects of life in the Middle Ages.

Materials Needed

• Knights and Castles: 50 hands-on activities to experience the Middle Ages by Avery Hart and Paul Mantell
• Kids Discover magazine
• Plastic “queen” looking crown, king crown, sword and shield – plastic armor if you can get it (Yankee Trader’s in Columbus…)
• Large piece of paper for KWLS chart
• Kings and Queens by Tony Robinson
• Question book – bound book that has a ? on it

Procedure

Opening (10 min.)

• When students walk into the room, T puts on “queen” crown
• She walks through the students and puts the “king” crown on another student
• T continues to dress up several students in her costumes – then asks, What do you think our new theme is??
• Hopefully students will answer – knights, or castles, etc.
• Tell class their new topic is “Knights and Castles in England”

Main Teaching (30 minutes)

• Complete K and W of KWLS chart (what we know, and what we want to know) as a class
• Then, T introduces broad knowledge of life in Medieval Times including…
  a. The church – everyone belonged, was a major force in people’s lives (see p. 56 in Knights and Castles), knights and their role with the church
  b. The plague – Black Death, killed thousands of people all throughout Europe
  c. Where is England on the globe? What countries does it border?
  e. Overall quality of life
  f. What “Medieval Means”, the Middle Ages – between ancient times and modern times (the Renaissance)
Closing (5 min.)
• T goes back to KWLS chart – We will be learning a lot about Medieval Times in the next few weeks, but if you have any questions that you would like to ask, write them down in the question book. On Friday each week we will look through the book and try to answer the questions.

Reflection:

Ideas for Follow-up/Extension:
Guided Reading  
The Knight at Dawn by Mary Pope Osborne

Student Objectives

Students will…

• Use letter-sound knowledge and structural analysis to decode words.
• Use knowledge of common word families (e.g., –ite or –ate) and complex word families (e.g., -ould, –ight) to sound out unfamiliar words.
• Demonstrate a growing stock of sight words.
• Read text using fluid and automatic decoding skills.
• Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.
• Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.
• Retell the plot sequence

(All objectives from Ohio Academic Content Standards, Language Arts, 3rd grade)

Materials Needed

• Copies of The Knight at Dawn by Mary Pope Osborne for every child
• Copies of guided reading activities for each group on appropriate days, see attached graphic organizer

Description of Activity

Students will be split into guided reading groups based on ability during the first few weeks of school. There will be 5 guided reading groups, with six children in each group. They will have a different task each day, rotating between: silent reading, reading as a group, reading with the teacher, or doing an activity. All guided reading takes place in the classroom. Some groups will be at tables, others on the carpet depending on the set up of the room.

• Silent Reading – The students sit in their groups, but read the book silently to themselves. When they read together again, they begin at the point where they left
off the last day they read together, as they would all be at a different point in the book after reading silently.

- **Reading as a Group** – Students sit in a group and take turns reading. Each student reads one page or paragraph, depending on the level of the group.
- **Reading with the Teacher** – The students sit together with the teacher. She listens and observes while the students read. Teacher will have a Guided Reading notebook in which to record observations.
- **Activity** – The teacher will prepare an activity for the group to complete each week based on the ability of the group.

**Note:** This sort of organizational plan for guided reading is especially effective because of its account for classroom management. Guided Reading groups are self-sufficient, so the teacher has the full attention of the group that she is reading with.

**Activities**

It is quite hard to gauge how long it will take each group to get through the book, and where they will be, respectively, on the day that they have a group activity. So I have created a list of possible ideas for activities from each chapter, and the handouts that go with them. This way, an activity can be easily given to a guided reading group when needed.

**Possible Activity Ideas:**

**Chapter 1**
- Comprehension Questions
- Use gold foil, cardboard, and ribbon to have students make their own time travel Medallion

**Chapter 2**
- Persuasive writing – students pretend they are Jack trying to convince Annie that they should not go out of the tree house to investigate the castle. What dangers might be there? What could happen to them?

**Chapter 3**
- Writing to describe – Jack and Annie describe in great detail what things they see when they first climb out of the tree house (the knight’s armor, the bridge, the moat, etc.). Have students describe two of the things Jack and Annie see.

**Chapters 4 and 5**
- Floor plan of castle: Jack and Annie make their way through different parts of the castle. Draw a floor plan (birds-eye view) of what you think the castle looks like.
- Write an acrostic poem for one of the following words: CASTLE, ARMOR, or KNIGHT
Note: Students can use plain white paper for both these activities

**Chapter 6 and 7**
- Comprehension Questions
- Art Activity – Drawing pictures of the guards that capture Jack and Annie (Red-face, Squinty eyes, and Mustache)

**Chapters 8-10**
- Writing Activity – who is the knight?
- Where would you go in a magic tree house?
- Dictionary activity of words from the whole book

**Extension Ideas:** Students create their own research project from a theme in the book, write their own “Magic Tree House” adventure, etc. All projects are student generated!

**Differentiation:**
1. Low: For groups that can not read *The Knight at Dawn* independently, have students listen to the book on tape and follow along in their own copy. Then, since the reading of the book will go so quickly, students will have time to read another book that is at their reading level. I suggest *Anna and the Little Green Dragon* by Klaus Baumgart.

2. High: For students who finish *The Knight at Dawn* early, or who are at too high a level to read it, there are several options. They may work on an independent project writing (see extension ideas above), or they may read a book at a higher level. I suggest *Tales of King Arthur* by James Riordan or *Juliet: A Dream Takes Flight, England, 1339* by Anna Kirwan. Any non-fiction books about castles, dragons, or England would also be great for high ability readers.

**Other Ideas:** To further discussion about books and activities during Guided Reading, teacher may choose to use part of the “Reading with Teacher” time to talk to students about the activity they have been working on. Teacher may also wish to have students share to the class what their group has been working on during Guided Reading.

**Closing**
At the end of the two week unit when all of the groups have finished the book, class will have a group discussion on the book: What they liked, didn’t like, what they would change, etc. This way the teacher can gain some insight into the value of using the book again.

**Assessment:** Students will create a Guided Reading portfolio of all the work that they produce during Guided Reading. Activities will be revised and re-written as needed. Students will select their best work to place in their Guided Reading portfolio. They will be shared with parents during conferences.
Reflection:

Ideas for Follow-up/Extension:
## Guided Reading Schedule

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<td>Activity</td>
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<td>Silent Reading</td>
<td>Read Together</td>
<td>Reading with Teacher</td>
<td>Activity</td>
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</table>
**Name:** ____________________________

**The Knight at Dawn: Chapter 1**

**Comprehension Questions**

Directions: Answer each question in complete sentences!

1. Looking at the list that Jack made the night before, what do you think happened to him yesterday?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Why do Jack and Annie go back to the tree house?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What do you think happens when Jack goes into the tree house?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Use colored pencils to draw a picture below of what your magic tree house would look like if you had one!
The Knight at Dawn: Chapter 1

Create your own Medallion!!!!

Directions: Use the materials provided to make a medallion like the one the Jack and Annie found in their travels. Your medallion may be any shape, size, color – make it your own!!
Name:____________________________

The Knight at Dawn: Chapter 2
Directions: Pretend that you are Jack. You are in the tree house looking out at the dark woods, the castle, and the knight on his horse. You do not want to climb out of the tree house and explore! Your job is to convince Annie that it is too dangerous to go explore. What dangers might be in the woods? What scary things might you see?

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The Knight at Dawn: Chapter 3

Name: ______________________________

Directions: When Jack and Annie first climb out of the tree house, they see many new things! Pick two of the things that Jack and Annie see and describe them in great detail using descriptive words.

1. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
The Knight at Dawn – Chapters 6 and 7
Comprehension Questions
Directions: Answer all questions in complete sentences using punctuation and capital letters!

1. Why were the guards scared of Annie’s flashlight?

________________________________________________________________________
________________________________________________________________________

2. Where do Jack and Annie go when they run out of the dungeon?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. After finishing chapter 7, what do you think precipice means?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Name: ___________________________________

The Knight at Dawn: Chapter 6

Art Activity

The guards that capture Annie and Jack are named Red-face, Squinty-eyes, and Mustache. Use colored pencils to draw a picture of them. Do they look nice? Do they look mean?
The Knight at Dawn: Chapters 4 and 5

Directions: In Chapter 4, Jack and Annie make their way through different parts of the castle. Draw a floor plan (birds-eye view) of what you think the castle looks like. Use a separate sheet of white paper.

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The Knight at Dawn: Chapters 4 and 5

Directions: Write an acrostic poem for one of the following words: CASTLE, ARMOR, or KNIGHT. Remember that an acrostic poem is a poem where each letter from the word begins a new line!
The Knight at Dawn: Chapters 8-10

Who do you think the knight is that comes to save Jack and Annie in the dark? Where do you think he comes from, and why is he helping them? Why doesn’t he say anything? Use this space to answer these questions.

_________________________________________________________________________

_________________________________________________________________________

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_________________________________________________________________________

_________________________________________________________________________
The Knight at Dawn: Chapters 8-10

In The Knight at Dawn, Jack and Annie go back in time to the Middle Ages through their magic tree house. If you could take a trip to any time, any place, where would you go and why? What would you see there? What would happen to you?

Use lined paper to write about your journey through time.

The Knight at Dawn: Chapters 8-10
Dictionary Activity
Directions: Look up these words that are found in The Knight at Dawn in the dictionary. Write their first definitions!

• medallion:__________________________________________________

• dawn:______________________________________________________

3. knight:_____________________________________________________

• fanfare:_____________________________________________________

________________________
Read Aloud

Crispin: the Cross of Lead by Avi

“The greatest goal in education is for children to love to read. Once that is accomplished, the learning will follow, naturally and unforced” – Jim Trelease

Student Objectives

- Students will ask questions for clarification and explanation, and respond to others’ ideas. (Ohio Academic Content Standards, Language Arts, Grade 3)
- Students will actively listen to read-aloud book.

Materials Needed

1 copy of “Crispin: the Cross of Lead” by Avi

Description of Book: This book takes place in the countryside of Medieval England. Crispin is a young peasant boy who doesn’t know much about who he is. Unfortunately, he has to flee his village as he becomes falsely accused of a crime. Along his journey he meets a juggler, who proves to be an interesting force in his life. Throughout the book Crispin discovers his true identity.

Note: This book deals with some hard subjects. The book is meant to be read in small sections so children can reflect upon what they have heard. Teachers should read this book before reading it to children! That way, you know at what parts to stop and ask questions, clarify, etc. There may be parts teachers wish to omit, but I believe if the themes of the book are introduced to the children before they hear the book, they will be ready for the topics in the novel.

Description of Activity: Teacher will read aloud to students between 15 and 30 minutes every day. During reading, teacher will ask periodic questions regarding comprehension, the meaning of words, sequencing, character traits and motivation, etc. After two read-aloud sessions, the teacher will hold a reading conference. In the first conference the class will discuss a particular idea from the book that has just been read. This will be an idea brought up by the students, and the teacher will facilitate the conversation. Students will be encouraged to discuss each other’s ideas, thoughts, and feelings about the book. The last conference will focus on whether or not the class liked the book. Students must defend their positions.

Assessment: During the read-alouds, the teacher will periodically ask questions. Each student in the class will be asked a question, and they will be judged against the objectives based on their answers. All students will be expected to participate in class discussions. Students will not be considered successful if they answer a question inappropriately or fail to participate in class discussions.
Reflection:

Ideas for Follow-up/Extension
Long Term Observation: Food Preservation
How did they preserve food during the Middle Ages?

Student Objectives

- The students will observe an orange cut in half, placed in a jar with no lid over a period of 6 weeks.
- The students will record their observations of the orange on a data sheet. (Ohio Academic Content Standards, Grade 3, Scientific Inquiry, #2)

Materials Needed

1 large glass jar with no lid
1 orange, knife to cut it
1 overhead of data sheet, copies of data sheet for each student

Procedure

Anticipatory Set (10-15 min.)
- Teacher will ask students how they keep food from going bad now…How do you keep food fresh at your house?
- Students may answer: refrigerator, freezer, etc.
- What do you think happens if you leave food sitting out?
- T shows students orange and cuts it in half – What do you think will happen to this half an orange if I leave it out?
- Tell students they will be observing orange over the next six weeks to see how it changes

Main Teaching
- The “main teaching” of this lesson is really in the observing. The orange should be observed once a week for six weeks.
- For my classroom, I would have students in their science groups of 5 or 6, and I would have each group observe the orange every Monday – each group at a different time during the day.
- See attached for data sheet

Closing (20-30 min.)
- T will put students in science groups, and have them brainstorm what their observations. What happened to the orange?
- As a class, T will record each group’s findings.
- What do you think they did in Medieval Times about keeping food?
• Introduce to the class that they did not have the kind of fruits, vegetables, etc. that we do today in England because of the climate. They just simply could not keep food for long periods of time.

**Connections**: This long-term observation activity relates directly to bread-making lesson towards the end of the unit. In that lesson, we discuss how food was stored in the Middle Ages, and why their food could not be kept as long as we keep food now. By the end of the unit, the orange will hopefully be showing some mold and decay, and students will be able to visually observe why people in the Middle Ages had to be crafty about how to preserve their food. **Connection Idea**: After making bread in the later lesson, do a long-term observation of a piece of bread! Students can record changes in the bread to determine how long it will keep without going bad.

**Assessment**: If students complete data observation sheet and play an active role in their science group they will be considered successful.

**Reflection**

**Ideas for Follow-up/Extension**
Name____________________
Group Name____________________

Long Term Observation Data Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Color of orange</th>
<th>Diameter (in inches)</th>
<th>Smell of orange</th>
<th>Any other observations?</th>
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Time-lining to the Middle Ages
Understanding Timelines

Student Objectives
• Students will define and measure time by years, decades and centuries (Ohio Academic Content Standards, Social Studies, 3rd Grade).
• Students will use repeated subtraction to investigate a timeline.
• Students will compare long timeline with ruler
• Model, represent and explain division; e.g., sharing equally, repeated subtraction, rectangular arrays and area model. (Ohio Academic Content Standards, Mathematics, 3rd Grade).
• Students will compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world. (Ohio Academic Content Standards, Social Studies, 3rd Grade).

Materials Needed
• 6 foot long strip of 6 inch wide paper that can be taped to a section of the wall
• Permanent marker
• ruler for each child
• 7, 12 inch strips of paper, about 5 or 6 inches wide with the beginning and ending numbers of a number line written, and tick marks equally dividing the number line (ex. – 5, 25, divided into 4 equal parts, each tick mark represents 5)
• blank strips of paper for extension activity
• large piece of paper or poster written with extension activities

Procedure

Anticipatory Set (10 min.)
• T asks students what year it is – students answer with the appropriate year (2004)
• T writes 2000 on the far right side of the timeline – asks which way you would have to go to get to 2004 – “right”
• Check for Understanding! T asks about other years – which way would you go on the timeline to get to…1999, 1990, 2006, etc.
• T asks which way you would go to get to the year 1000 – “left”
• T writes 1000 at the other end of the paper strip – asks students if it looks correct
• T tells students that Medieval Times in England began in about the year 1100. Which way on the timeline do you need to go?

Main Teaching (10 min.)
• Teacher divides timeline into 10 equal parts so that each tick represents 100 years
• T tells students that each tick represents 100 years – where would the year 1100 go?
• Class figures out where the year 1100 goes – volunteer comes to write the year in on the time line
• T takes volunteers to fill in the other years
• T asks – How many years ago did the Middle Ages begin?
As a class, use repeated subtraction (by 100), starting at 2004 and ending at 1100 (once you get to 1104, count back by ones) to determine that the Middle Ages started about 904 years ago!

Introduce group activity – each group will have a small timeline that is 12 inches long that has one number at each end (ex. – 10 on one end and 25 on the other) and tick marks dividing the number line into equal parts. The groups have to determine the correct numbers that go on each tick mark.

T splits class into 7 groups (groups of 4 or 5 students for a class of 30), mixed ability grouping!

**Group Work** (15 min.)
- Each group must:
  - fill in the tick marks with each correct value
  - figure out “how much” each tick mark is worth (how many do you move when you move from one tick mark to the next?)
  - figure out what the difference is between the high and low number on the number line
  - determine what number on their timeline corresponds with 6 inches on a ruler, 8 inches, 4 inches, 0 inches, and 12 inches

**Extension** – groups that finish early may…
- Create their own number line, using appropriate divisions
- Answer the questions using the class number line…How many years are there between:
  - 1200 and 2000?
  - 1350 and 1900?
  - 1425 and 1725?
  - 1300 and 1995?
  - 1250 and 1700?

**Closing** (15 min.)
- each group will share their number lines and tell how they figured out what numbers went with each tick mark

**Connections**: Relate the year 1100 to the United States. What was happening here 904 years ago? Use “American History Timeline” if possible – discuss Native Americans. Also, see what students remember (or know already) about England’s role in our history (Mother Country!). Other connections with unit: In their letters to Crispin, have students tell Crispin about what was happening here in the United States when he was alive in England.
• Observation: T will be able to observe groups while they are working and can note which students seem confused.
• Presentation: Each group has to present their number line, so this is a perfect opportunity for assessment – note which groups understood concepts and which did not. Also note students in a group who seem to be not engaged in the group process – they are probably confused.

**Support**: After lesson is taught, quickly take stock of the students who did not understand concept. In next math lesson, provide them with a supportive activity.

**Reflection:**

**Ideas for Follow-up/Extension:**
Writing a Letter
A letter to Crispin

Student Objectives

• Students will write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature. (Ohio Academic Content Standards, Language Arts, Grade 3)

• Students will write legibly in cursive, spacing letters, words and sentences appropriately. (Ohio Academic Content Standards, Language Arts, Grade 3)

• Use resources to check spelling (e.g., a dictionary, spell check). (Ohio Academic Content Standards, Language Arts, Grade 3)

• Students will compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world. (Ohio Academic Content Standards, Social Studies, 3rd Grade).

Materials Needed

• Copy of letter-writing format sheet for each child (see attached), 11x14

• Large poster-size blank copy of letter-writing format sheet and large marker

• A letter that T has actually received in the mail, in the envelope (perhaps from a friend or family member)

• Friend to dress up as Crispin (perhaps a high school drama student??)

Procedure

Anticipatory Set (5 min.)

• T ceremoniously takes letter out of envelope and reads it out loud (make sure letter is appropriate for class to hear)

• Asks class what she is reading (a letter)
Main Teaching (30 min.)

- T tells students that they will be writing letters to Crispin (the main character in read aloud book) about what life in 2004 in the United States is like – tell students that Crispin will actually be coming to visit once he gets their letters!!
- First, they will write a class letter to Crispin telling him what life in school is like.
- T walks students through the parts of a letter – date and salutation, facts included in the letter, closing, and signature
- T takes suggestions from the class about what to write in the letter. Class composes letter
- T brainstorms ideas with class on information they can include in their own letters to Crispin (where they live, what grade they are in, what they like to do, their favorite foods, family info, etc.) and writes ideas on the board. Make sure to remind students of Timeline activity – tell Crispin what was going on here in the U.S. when he was alive (Native Americans).

Individual Work (30-45 min.)

- Students work individually on writing their own letters
- 10-15 minutes into work time, T should pick some examples and read what students have written so far – that will give some ideas to students who are having difficulty starting their work

Closing (15 min.)

- Students will switch with a neighbor to peer –to – peer editing
- Editing partners are looking for all sentences to make sense and correct spelling
- Students will use dictionaries to check any words they are not sure about

Note: If there is time during the unit, letters may be revised and copied up in best handwriting.

Connections: Students include in their letters to Crispin information about what life was like in the U.S. when he was alive (from Math Timeline activity). This activity is also obviously related to our Read Aloud book for the Unit!!

Assessment: Students must have all the components of the letter present (date, salutation, at least 5 sentences in the body of the letter, a closing, and their signature).

Reflection:
Ideas for Follow-up/Extension
Parts of a Castle
Why were castles important?

Student Objectives

1. Students will identify possible cause and effect relationships. (Ohio Academic Content Standards, Social Studies, 3rd Grade)
2. Students will identify the parts of a castle and the need for each part.

Materials Needed

- Ms. Frizzle’s Adventures: Medieval Castle by Joanna Cole and Bruce Degen
- Kids Discover: Knights and Castles, periodical
- Large paper, permanent marker
- Large Copy of pages 4-5 in “Kids Discover” with castle parts blacked out

Procedure

Anticipatory Set (5 min.)
- Class discussion – T makes a web of what students know about castles
- What do you know about castles?
- What were they used for?
- Do we have castles today?
- Quick idea web!

Main Teaching (20-25 min.)

- T will be sharing information from books and magazines about castles and why they were important.
- Both resources in “Materials” list have excellent info about the parts of a castle, why they were built, etc.
- T reads through selected parts of resources, making sure to focus on:
  g. p. 3 in “Kids Discover – discusses the feudal system, who owned land – the role of peasants in farming the land
  h. p. 4-5 in “Kids Discover – large diagram of castle with parts labeled
- Moat – big ditch surrounding a castle filled with water, keeps invaders out
- Drawbridge – bridge that goes over the moat, where people enter the castle, can be raised or lowered
- Gatehouse – gate at the end of the drawbridge, had an iron covered wooden gate that could be lowered if the castle was attacked
- Watchtowers – guards kept track of the enemy’s movements and could see if danger was upon the castle
• **Window slits** – narrow enough to let in air and light, but skinny enough to keep out arrows

• **Inner and Outer wall** – castles were often built like two rings, one inside the other. This way, if attackers got through the first wall they still had to get through the second wall.
  • **p. 14-15 in “Kids Discovery”** – explains how a castle might be attacked and the defense mechanisms castle soldiers might use
  • **Bottom strip in Ms. Frizzle book** – read the whole bottom strip throughout book – it explains why castles began to be built, how they are built, castle fortifications, and developments in castle architecture. Don’t focus on the story for this lesson!

**Closing (10 min.)**

• **Group assessment** – T puts up copy of castle with parts blacked out – asks class to name the parts
  • T may give the definition of a part and expect class to come up with the appropriate name
  • Class will be considered successful if they name all the parts of a castle correctly and their purposes

**Connections:** This lesson relates most directly to the castle design workshop – indeed students need the vocabulary and knowledge from this lesson to successfully design their own castle. This lesson also corresponds to information in the opening lesson to this unit, as well as one of the Guided Reading books, *The Knight at Dawn*. In that book, the two main characters spend lots of time weaving through the different parts of a castle.

**Reflection:**

**Ideas for Follow-up/Extension:**
Spelling Words: The Knight at Dawn

Student Objectives

1. Write legibly in cursive, spacing letters, words and sentences appropriately (Ohio Academic Content Standards, Language Arts, Grade 3)
2. Spell multi-syllabic words correctly (Ohio Academic Content Standards, Language Arts, Grade 3)

Materials Needed

- The Knight at Dawn by Mary Pope Osborne
- Spelling word list from book
- Study sheet for students, 1 copy for each child
- Contextual clues sentences written out on large piece of paper or OH and OHP

Procedure (10-15 min.)

- Introduce spelling words to students using a “fill in the blank” format
- Sentences should be written on a large piece of poster paper or an overhead

1. Jack wears _______________ so he can see. (glasses)
2. _____________, Jack and Annie saw dinosaurs. (Yesterday)
3. I _____________ that there is a magic person who lives in the magic tree house. (believe)
4. Jack found a gold ______________ during his adventures with the dinosaurs. (medallion)
5. When light first begins to appear in the morning, it is called ______________. (dawn)
6. In the spring I always hear birds _______________. (chirping)
7. Jack and Annie have to ______________ up a tree to get into the tree house. (climb)
8. A ______________ protects a castle and the people in a kingdom. (knight)
9. A ______________ is a place where a king or nobleman lived during the Middle Ages. (castle)
10. Knights used to usually wear ______________ when they went into battle. (armor)

- Once students discover what the word is, follow this procedure: say the word, spell it, say it again (do this as a class together orally)
Closing (10-15 min.)
- Play “Sparkle” with the students
- Whole class stands in circle, T stands in the center
- T says one of the spelling words and points to a student to start. Student says first letter of spelling word – move around the circle until either word is completed or a student makes a mistake. If a student makes a mistake, they must sit down and T starts the word over. If word is spelled correctly, the student next to the student who said the last letter says “Sparkle”, and the student next to them must sit down. T says a new spelling word and game starts over again with the next child.

Assessment: Assessment of this lesson will come when the spelling test on these words is given, the week after spelling words are given out. Spelling test will be graded on the spelling and evaluated on handwriting. Students will be told if handwriting is unacceptable. As indicated on the student-spelling sheet, the words that they miss the week before are to be studied as well. As a motivational strategy, if students get a 10/10 on their spelling tests 3 weeks in a row they will be given a prize. Prize may include such items as: plastic crown, royal sash, plastic armor, dragon puppet, paper back copy of St. George and the Dragon, or any other prize related to the Middle Ages!

Reflection:

Ideas for Follow-up/Extension:
Spelling Words

glasses
yesterday
believe
medallion
dawn
chirping
climb
knight
castle
armor

Don’t forget to study last week’s words as well!!!

Words missed last week:
Student Objectives

- Students demonstrate skill and expression in the use of art techniques and processes. (Ohio Academic Content Standards, The Arts – Visual Art, Grade 3)
- Students will create two- and three-dimensional works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to the space as a whole). (Ohio Academic Content Standards, The Arts – Visual Art, Grade 3)

Materials Needed

- Sheet of 11x14 paper for each child
- Colored pencils for whole class to use
- Selected books that have pictures of castles in them (Kids Discover, Ms. Frizzle, other info books – see resource list)

Procedure (Day 1)

Opening (5 min.)
- Ask students to recall the parts of a castle, what each part is for, reasons for building castles, etc.
- Tell students they will be designing their own castles

Main Teaching (15 min.)
- When designing castle, students must:
- include info about where castle is (low to the ground, on a hill, in a valley, etc.)
- include all parts of a castle that we discussed in class
- draw castle from modified bird’s eye view, so that you can see down into the castle but also the front elevation (see pics in Ms. Frizzle)
- color in drawing
- label each part and its uses
- main goal is for students to design a castle that is virtually impenetrable!
• Students may include castle residents in their picture, village people, knights, guards, a king and queen, and any other special features they can think of that would keep invaders out!
• T will relay all the specifications of castle design project…then…
• T will explain the planning sheet for students to complete (see attached)

**Independent Work (30 min.)**
• Students will complete planning sheet, get it approved by the teacher, and begin to design their own castle!

**Procedure (Day 2)**

**Independent Work (1 hr.)**
• Students will finish working on their castle design drawings

**Closing (30 min. – if possible)**
• Students who want will be able to share their castle designs with the class – class may ask questions, discuss student’s work, etc.

**Connections:** This project is related to “Parts of a Castle” lesson plan, as well as the Guided Reading book *The Knight at Dawn*.

**Assessment:** For this assignment I will be looking to make sure all students include required info and parts (see “Main Teaching”), that they draw their castle in the appropriate perspective (objective #2), and that their work is neat and legible.

**Evaluation:**

**Ideas for Follow-up/Extension:**
Story Writing
Part 1

Student Objectives

- Students will write stories that sequence events and include descriptive details and vivid language to develop characters, setting, and plot. (Ohio Academic Content Standards, Language Arts, Grade 3)
- Students will brainstorm story ideas on a pre-writing worksheet relating to characters, plot, and setting.

Materials Needed

- Pre-writing story worksheet, copies for each child
- Copy of “St. George and the Dragon: a golden legend” by Margaret Hodges
- 2 OHT of pre-writing story worksheet
- OHP

Procedure

Anticipatory Set (20-25 min.)
- Teacher reads “St. George and the Dragon”

Main Teaching (20 min.)
- Teacher puts blank copy of pre-writing worksheet on OHP, titles it “St. George and the Dragon”
- As a class, T fills out worksheet noting who the characters are, what the problem is, what happens in the beginning, the middle, and the end, the setting, etc.
- Then, T puts another blank OHT on the OHP
- The class must fill out worksheet – come up with characters for a story, a problem, etc. This will give them an idea of how to fill out their own sheets.
- T should also, in this time, help brainstorm ideas that are good for stories occurring in the Middle Ages

Independent Work (45 min.)
- Independently, students will complete their own pre-writing story sheets
- They will brainstorm their characters, story setting, plot, problem, and title
Closing (5 min.)
• Students will share aloud their story titles from the author’s chair!

Assessment: Students will be considered successful once they complete their worksheet. T will be looking for descriptive characters, an interesting plot, and a complex problem in the story. Spelling and grammar are not the focus in this lesson.

Reflection

Ideas for Follow-up/Extension
Story Pre-Writing

Name ______________________

Directions: Think about the story you want to write. Where does your story take place? Who are the characters in your story? What happens in your story? Complete this worksheet to answer these questions.

1. Setting – Where does your story take place?

2. Characters – Who are the people in your story? Tell me the names of your characters, where they live, what they like to do, and what they are like (are they mean? nice? sad? lonely?)

Character 1 – Main Character

Name: __________________
Describe this character:

What is the main character’s problem?

Character 2

Name: __________________
Describe this character:
Character 3
Name: __________________
Describe this character:

3. Plot – What happens in your story?
What happens in the beginning of your story?

What happens in the middle of your story?

What happens at the end of your story?

4. Title – What are two ideas for a title of your story?
Title 1: ________________________________
Story Writing
Part 2

Student Objectives

- Students will write stories that sequence events and include descriptive details and vivid language to develop characters, setting, and plot. (Ohio Academic Content Standards, Language Arts, Grade 3)
- Students will turn pre-writing ideas into a story in storyboard format.
- Students will illustrate their storyboards using colored pencils.
Materials Needed

- Student pre-writing worksheets from previous lesson
- 11x14 storyboard for every student, one OHT of storyboard (see attached, 8.5x11 version)
- OHP

Procedure

Main Teaching (30 min.)

- T will ask students what they did in their last writing lesson – to review and remind students of their pre-writing worksheets.
- Show students large storyboard on OHP – ask them what it is? Students will have had experience with storyboards before, so they should have some knowledge of how they work and their purpose.
- T will discuss with class how to transfer ideas from pre-writing worksheet to storyboard.
- As a class, turn class pre-writing story from previous lesson into storyboard format.
- Give students directions on how to do their own work independently – make sure students know that writing the story in storyboard format does not mean just copying what they already have on their pre-writing worksheet!

Independent Work (45 –60 min.)

Students will work independently creating their stories. After about 10 minutes of working, T should pick a student example and read it to the class to give some ideas to those students who are having trouble starting their work. Once students are finished with the story-writing part, they may illustrate the storyboard.

Closing (10 min.)

Students may volunteer to read aloud their stories from the author’s chair.

Assessment: Checklist

Total of 10 points

- Story has sequential events that make sense. (2 points)
- Story has descriptive details (2 points)
- Story includes a setting (2 points.)
- Story has characters that are developed in an adequate manner (character traits, speech) (2 points)
o Student transferred info from pre-writing worksheet into story format (sentences and dialogue) (2 points)

Reflection:

Ideas for Follow-up/Extension:
Story Writing
Part 3

Student Objectives

- Students will identify and use a variety of software programs (Ohio Academic Content Standards, Technology, Grade 3)
- Students will tell a story using presentation software (Ohio Academic Content Standards, Technology, Grade 3)
- Students will tell their story on presentation software creating at least 4 pages that have text, an appropriate background, and an appropriate picture.

Materials Needed

- Software: *Imagination Express, Destination: Castle* Edmark Software
- 1 Teacher laptop and computer OHP, screen or blank wall to project onto
- Preferably a laptop for each child with Software installed – 2 children sharing a computer would also be adequate (computers should be networked)
- Lesson could also be done on PCs or Macs in the classroom
- Student Storyboard stories from previous lesson, as well as class storyboard from previous lesson

Procedure

Anticipatory Set (5 min.)

- Brainstorm with students what they did in writing the previous lesson
- Pick 2 or 3 students and have them share what happens in their story – in the beginning, middle, and end

Teacher Modeling/Main Teaching (20 min.)

- Introduction in how to use software!
- Teacher tells students they will publish their storyboard stories on the computer using the software “Destination: Castle”
- T walks students through how to turn on computers/laptops, reviews safety procedures on walking with laptops, etc.
- T demonstrates how to open software (double-clicking on icon), and how to log-in. Students will need to add their names to the log-in list
- T present the sample e-book that is on the software to give students an idea of what they will be creating
- T shows students their class story in storyboard format, demonstrates how to turn each storyboard square into one screen on the computer software
- T gives step-by-step instructions on how to create each “book” page
• T begins by asking students what the first page in a book is (title page), then demonstrate how to create the title page

• For each screen you must:
  1. pick a background
  2. type in the text for that page
  3. choose at least one picture from the picture gallery for that page
• T guides students through this process for the first few pages of the class story, then sends students to work on their own stories

**Individual Work (45 min.-1hr.)**
• Students will work to publish their stories on “Destination: Castle” software
• For technology work in the classroom, students will have “tech-buddies”; meaning that all students will be paired with another student for support. Before a student asks the teacher a question, they have a “tech-buddy” to ask first.
• If students need help on their computers, they will come up and write their name on the board. This way, there is a list of who needs help in a certain order and the teacher does not have 30 kids screaming, “I need help!” (Classroom Management!)

**Differentiation:** Some students will be able to finish their stories in the allotted time, but some may need additional class time. Students will be allowed to work on stories during “free choose” time in the classroom, as well as when they have finished early on other tasks. Students who have a higher abilities with the software will be encouraged to add sound effects, additional pictures and props in the story pages, add on more to their stories, etc.

**Closing (10 min.)**
• Have students carefully return laptops to their places.
• Reflect as a class on what students liked and didn’t like about the software – What did you like about using this software? What didn’t you like? What did you find difficult?

**Connections:** This lesson spans a lot from the unit. Students are using storytelling strategies found in *St. George and the Dragon* as well as *The Knight at Dawn* and *Crispin: the Cross of Lead*. They will also use vocabulary from our lessons on the parts of a castle, the timeline, the introduction to the lesson, and the castle design workshop.

**Assessment**
• For this lesson, I will be looking for the items in the 3rd objective; Students will be considered successful if they have at least 4 pages completed, if each page has an appropriate background, and if each page has at least one appropriate picture on it.
• Students that have not completed enough pages will be given additional time to work on their stories.
• Students whose work is not acceptable will be required to re-do their e-books.

Checklist (10 points)

○ Student completed 4 pages (1 point)
○ Each page has an appropriate background (2 points)
○ Each page has at least one appropriate picture (2 points)
○ Each page corresponds with a square from student storyboard (3 points)
○ Each page has word processed text on it (2 points)

Reflection:

Ideas for Follow-up/Extension:
Medieval Music: What did they do without Britney Spears?

Student Objectives

- Students will sing, listen and move to music from world cultures. (Ohio Academic Content Standards, Arts – Music, Grade 3)
- Student will discuss the purpose of music from selected historical periods. (Ohio Academic Content Standards, Arts – Music, Grade 3)

Materials Needed

- Quality CD player
- Teacher laptop with internet projection, screen to project on, and projector for laptop
- If possible – a harp and recorder to share during discussion

Procedure

Anticipatory Set (10 min.)

- Class situated in a circle
- Around the circle – each child shares their favorite musician or kind of music
- Discuss music in the Middle Ages – what kind of instruments do you think they used?

Group Listening Activity/Discussion (40 min.)

- Listen to 1 selection from each CD (I suggest “Festive Sounds” from Medieval and Renaissance Minstrels… and any selection from Sumer is icumen in..)
- Students must listen for what instruments they think are present in each music sample
- After listening, T asks students what instruments they thought they heard!
- T has students shift on the carpet to face the screen, T brings up website - http://www.s-hamilton.k12.ia.us/antiqua/instrumt.html has info about many different medieval and renaissance instruments. Website also has clips to listen to what instrument sounds like. T shares info from website about: lute, harp, kortholt, bladder pipe, and recorder (this will be especially exciting because many 3rd graders play the recorder!)
- Next, T and class discuss purposes of music
- Why do we listen to music now? Class discussion…
Why do you think people in the Middle Ages listened to music? I will take some ideas, then tell students there were 3 main reasons people listened to music in the middle ages: for religion, to transfer news, and for entertainment.

Discuss the role of troubadors (see p. 41 in Knights and Castles) and why news needed to be transferred through songs (no newspapers, TV news, it helped messengers to remember info if it was in a rhymed, song format), minstrels, etc. and religious music – kept people interested in religion, learning stories from the Bible through songs – most people could not read.

**Closing (5 minutes)**

- Play another selection from Sumer is icumen in: Medieval English Songs as students make their way back to their seats.
- Students write a short reflection in their journals on what the music makes them think of.

**Connections:** This lesson connects with the read aloud book Crispin: the Cross of Lead. In the book, Crispin meets a travelling minstrel who becomes his mentor and teacher.

**Other Connection Ideas:** In Crispin, there are several songs that Crispin and his mentor sing. Students can use their recorders to compose a melody to the songs! Students may also compose their own songs about what they have learned from the Unit so far.

**Assessment:** The journals that students write will be read for thoughtfulness of ideas. Students will also be expected to engage in the class discussions: sharing opinions, asking questions, etc.

**Reflection:**

**Ideas for Follow-up/Extension:**
Cooking in the Middle Ages: What did they eat?
Baking Rose Petal Bread

Student Objectives

• The students will reflect in groups on foods and methods used to cook during the Middle Ages.

• In groups, students will participate in making and eating Rose Petal Bread.

Materials Needed

Bread Recipe (for 2 loaves)

• 1 package active dry yeast
• 1 1/2 cups (375 ml) lukewarm rose water
• 1 tablespoon (15 ml) sugar
• 2 teaspoons (10 ml) salt
• 3-4 cups (750 ml-1L) flour
• Cornmeal and butter
• Food dye
• 1 egg white

7 mixing bowls
7 small towels or cloths to cover bread while it rises
7-8 pieces of large paper
7-8 fat markers

Procedure

Anticipatory Set (5min.) – What did you have for dinner last night?
• Write answers on board, generate methods their parents used to cook food – Did they have microwaves? Ovens? Electric Stoves in Medieval Times? How do you think they cooked their food? Do not take answers yet!!
• Where did your parents get your food for dinner last night? Again, do not take answers!!

Introductory Group Work (15-25 min.)
- Split class into groups of 3 or 4. Ask them to generate ideas as to: **Where** they think people in the Middle Ages got their food, and **What** they think people in the Middle Ages ate. Give each group large piece of paper and marker to record ideas.
- Bring groups back together, have each group present their ideas from poster.

**Main Teaching** (20 min.)
- Introduce the idea of a Medieval Feast in the castle – knights, lords and ladies, church clergymen.
- They seized any opportunity to have a big feast that all the town would attend, but they often occurred on church holidays, birthdays, a marriage in “high life”, victory in battle, etc.
- Who do you think would be invited to attend the feast?
- Think about the great hall in the castle – What would it look like for a feast? Discuss lighting options, lack of windows, heat, ventilation, etc.
- Discuss food options – all at the feast would have to be grown there at the castle – no transportation options for getting foods or spices from other countries – Meat (cattle, pigs, lamb, rabbit) Fowl (chicken, duck, partridges, quail, herons, cranes, pheasants, peacocks, larks, hens), vegetables that would grow (mostly potatoes and greens), and bread, cakes and tarts if they could be afforded.
- Eating in the Middle Ages was very messy! They used pieces of flat, stale bread called trenchers as plates. Two or more people shared a drinking cup and bowl. They used the tips of their knives to spear food, and lots of the times just used their fingers. Forks were not used then, but spoons were.
- Kitchens in castles were huge! Large, wood-fired ovens were used for baking and pots used for cooking. Almost all food was boiled into some kind of stew – everything! Food did not have much taste.
- Introduce to students that we will be making a typical kind of bread that would have been eaten in Medieval Times.
- Have you ever heard the phrase “the upper crust”?
- The term “upper crust” started during Medieval Times. Bread back then was always decorated with artful designs. The person serving the bread at a feast would always cut off the top of the bread and give it to the most important person, or most “noble” person at the table.
- Tell class that they will be making rose petal bread that day.

**Class Cooking** (approximately 2.5 hours)
Note: As cooking in the classroom can be a messy and involved task, try to get some family volunteers or other teachers to help. The more, the better!! Also, to make cooking easier, teachers should make the rose water beforehand by simmering rose petals in water (enough to make about 10 cups).
1. Split students into groups of 4. For a class of 30, you should have 6 groups of 4 and 2 groups of 3.
2. Have students move to their groups on the carpet, but do not send them to their tables yet!
3. Explain to students that they will only be allowed to do the cooking project if they listen carefully to directions. Send students to wash their hands, and then send them to their tables (which have already been set up with all the ingredients needed for the bread).

Here is the recipe for the bread:
• Dissolve the yeast in the rose water in a large bowl
• Stir in sugar, salt, and a handful of the flour into the yeast.
• Using hands, knead (push and pull) the dough. Keep adding flour until the dough won’t take any more.
• Once the dough is smooth and elastic, cover it with a cloth and let it rise for an hour.

Note: Teachers should plan time wisely, as the dough needs to rise for an hour. I suggest to either plan for the break to coincide with a recess, or for teachers to set up centers and/or games for students to work on during the hour.

• After the hour rising, dough will be much bigger! Punch down the dough, and divide it in half.
• Form each piece into an oval, heart, or long loaf.
• Place each loaf on a buttered baking sheet that has been sprinkled with cornmeal (teachers – prepare before!!)
• Mix the egg white with food color, to make “paint”. Students can paint leaves, flowers, or whatever they want on top of each loaf.
• Bake in a preheated oven for 40 minutes at 400 degrees Fahrenheit.
• Enjoy!!

Note: Depending on how much time there is for this activity to occur, you may need to hold off on eating the bread until the next day. I think the best way to run this lesson is to do the main teaching in the morning, and the baking in the afternoon.

Closing (15-20 minutes)
Serve bread with butter, listening to Celtic music (which is as close as modern music comes to music from Medieval Times)

Connections: This lesson is connected to other lessons in several ways. First, discussing the kitchen and where food is stored reinforces parts of a castle. Second, discussing food spoilage and storage hits at conclusions from the long-term observation project. There is also a lot of information about what people ate in the Middle Ages in Crispin.

Reflection:
Ideas for Follow-up/Extension:

**Unit Quiz**

*Note:* This unit test is designed to evaluate student knowledge of concepts taught in the unit. It is also to evaluate the effectiveness of the lessons taught. Questions should be read aloud to students, so that test is not testing reading ability but knowledge of subject matter. There will be an overhead copy of questions up on the OHP for those students who need to read questions to understand them.

30 points total

1. Write down three parts of a castle and what the purpose of each is. (1 point for each part, 1 point for each purpose)
2. What were the two purposes of music in the Middle Ages? (1 point – news, 1 point – religious)
3. Why couldn’t people keep food for long periods of time in the Middle Ages? (1 point – no refrigeration system)
4. Write down three foods that people ate in the Middle Ages. (1 point for each food)
5. What was the Black Death? (1 point – disease)
6. Why were there knights in Medieval Times? (1 point – to protect the castle, people)
7. Use your ruler to draw a line that is 10 inches long (T demonstrates on board). Make tick marks on every inch (demonstrate). Put the number 20 at the left end, and 40 at the right end. Fill in the other ticks with the correct numbers. Remember that there is an equal distance between each tick mark. (3 points total – 1 point for drawing line with tick marks correctly, 1 points for filling #s in correctly)
8. What is a Timeline? (1 point – line that shows the passage of time)
9. Name two parts of a story (1 point each – setting, characters, plot, problem)
10. Long Essay – give students 20 minutes to write on this topic. (10 points total)

Think about the books we’ve read during this unit – especially *Crispin: The Cross of Lead* and *The Knight at Dawn*. Would you rather live during Medieval Times or today? Why or why not? Give at least 4 reasons.
Interactive Bulletin Board
“If I Ruled the World”
Adapted from Suzanne Wilke

Materials Needed
• Butcher paper (blue?) or cool wrapping paper
• Large, teacher created castle (painted or out of construction paper)
• Letters to spell out “If I Ruled the World”
• Copies for each child of a crown with three blank lines on the inside
• Matching border for bulletin board

Procedure

• Bulletin board will be lined with blue paper, a border – any optional “regal” decorations (crowns, scepters, knights, etc.)
• Castle covers left hand side of bulletin board – castle sprawls into the middle of the bulletin board
• Words on top of bulletin board to read “If I Ruled the World”
• Have each child fill out (according to her/his own schedule) one of the blank crowns. Students write three things they would change if they ruled the world (ex – “kids get to stay up as late as they want”, or in a perfect world “there would be no TV”). Make sure kids’ wishes are appropriate.
• Staple crowns up on bulletin board
• Enjoy!
Ideas for Centers

1. **Music Listening Center**: Have students listen to CDs of Medieval Music
   - See [http://www.medieval.org/emfaq/](http://www.medieval.org/emfaq/) for recording ideas
   - Religious music – Gregorian Chants!

3. **LEGOS for Castle Building**: teacher has sets of LEGOS available for students to build castles, forts, and other medieval structures. If resources are available, LEGOS even offers a Castle set!
   - See [http://shop.lego.com](http://shop.lego.com) and LEGO Legend Castle Collection

4. **Coat of Arms**: A knight’s coat of arms showed who he was. Design your own coat of arms that shows who you are! (See Kids Discover, p. 18 for template)

5. **Internet Search**: Kids explore these web sites to learn info and fun facts about the Middle Ages. Students can also look for pictures of real castles to share with the class!
   - [http://www.kyrene.k12.az.us/schools/brisas/sunda/ma/mahome.htm](http://www.kyrene.k12.az.us/schools/brisas/sunda/ma/mahome.htm)
   - [http://www.historyforkids.org/learn/medieval/index.htm](http://www.historyforkids.org/learn/medieval/index.htm)
   - [http://oceancounty.lib.nj.us/Kids/Middle_Ages.htm](http://oceancounty.lib.nj.us/Kids/Middle_Ages.htm)
   - [http://www.kathimitchell.com/middleages.htm](http://www.kathimitchell.com/middleages.htm)

6. **Slide Viewer**: Set up slide viewer with art from the Middle Ages – paintings, tapestries, armor, etc. What do these pictures tell us about everyday life in the Middle Ages?

Other Activity Ideas

- **Capture the Flag**: Play capture the flag outside on a nice day. It was a game that started in the Middle Ages!

- **Class Tournament**: Organize a class tournament to determine the bravest and most chivalrous knight! Who can balance on one foot the longest while hopping? Who can spell chivalrous correctly? Who can compose the best song on their recorder? There are endless possibilities!

- **Make a class castle**: Use cardboard milk cartons, toilet paper tubes, 2-liter pop bottles – anything to build a huge class castle.

- **Write your own ballad**: Write your own ballad to tell a piece of news from your life. Start out by writing a rhymed poem, and then make up a melody.

- **Field Trip**: Class field trip to Renaissance Festival in Harveysburg, OH (off SR 73). Check web site for special Student Days! [http://www.renfestival.com](http://www.renfestival.com/)
• **Field Trip**: Class field trip to Historic Loveland Castle Museum.  
  http://www.lovelandcastle.com/

• **Chess Tournament**: Introduce class to the game of chess and how each piece moves.  
  Chess is an ancient Chinese game, but in the Middle Ages the pieces were given 
  Medieval names (rook, knight, etc.)

• **Oath of Honor**: At the beginning of unit, students take an oath of honor to uphold the 
  ideals of chivalry. Teacher may dub all students knights of the classroom!
Resource List

Teacher Resources


**Literature for Students**


Hodges, Margaret.  **St. George and the Dragon: A Golden Legend.**


Moss, Miriam.  **Forts and Castles.**  Austin, TX: Raintree Steck-Vaughn, 1994.
