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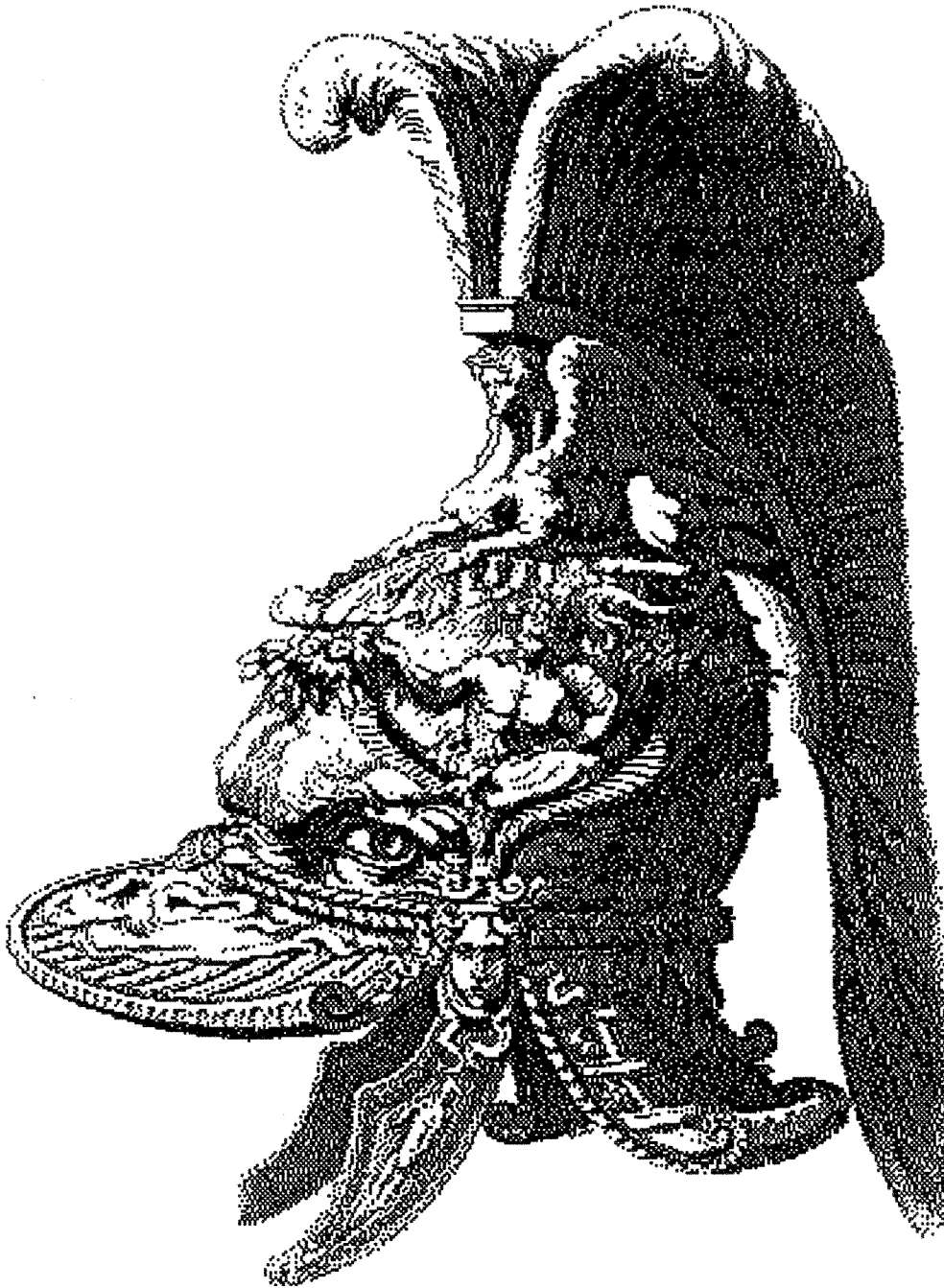
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Creative Activities for Teaching World History  
**Middle Ages to Renaissance**



**Stevens & Shea Publishers**

## Middle Ages to Renaissance (Set 2)

### SS130

#### Introduction

These activities are designed to make history more interesting by involving students, challenging them intellectually, and encouraging them to be creative.

The activities may be used with both advanced and slow students. The two short plays, for example, work well with students who do not read well. Advanced students do well in inferring about the values and attitudes of the common people. All students will benefit from an opportunity to exercise their creativity.

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This title is part of a series:

*Creative Activities for Teaching  
Ancient Civilizations, Sets 1 & 2  
Middle Ages, Sets 1 & 2  
Modern Times, Sets 1 & 2*

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### Middle Ages Set 2

by Lawrence Stevens

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## Activities

### Creative Design

These activities allow students to use their imaginations and creativity. You might organize contests to see who can come up with the best designs. These make interesting room decorations, as students learn from each other.

### Fantastic Helmets & Armor (6 pages)

There are pictures of helmets and armor to provide students with an idea of the elaborate designs that existed in the Renaissance. Two pages show outlines of a helmet and a suit of armor so that students may design their own.

### Siege Engine (1 page)

Siege engines, rather mundane in reality, took a more fantastical appearance in the minds of some Renaissance inventors. This is an example. Students may design their own.

### The Hair-Do (1 page)

During the Enlightenment elaborate hair styles were the rage among the aristocrats. Have the students design their own.

### Values and The Common Person

History texts tend to concentrate on political events and the lives of the well-to-do. The following activities provide insight into the attitudes and values of the common people and how they lived.

### Cat Bashing (3 pages)

A play based upon an actual incident in 18th Century France that reveals the attitudes of French workers and peasants toward cats and their superiors. There are six parts.

**Feline Fancies (1 page)**

Attitudes towards cats have changed over the centuries. The Egyptians, for example, held them in high esteem. However during the "Age of Enlightenment" there were many superstitions about cats that were held by the common man. The cruel treatment of cats reflected these beliefs.

**Little Red Riding Hood (1 page)**

Nearly every student knows the story of Little Red Riding Hood. This is the original story as told by French peasants in the 17th century. Students are asked to explain why they think the story changed.

**The Real Mother Goose (1 page)**

Many of the Mother Goose stories originated in France. The Brothers Grimm learned them from a neighbor. Students are asked to explain on the basis of these tales what life was like for the French peasant.

**French Proverbs (1 page)**

Based upon these proverbs, students are asked to tell about the attitudes of French peasants.

**Love & Kisses (1 page)**

A description of how some courtship rituals developed.

**Anglo Saxon Times (1 page)**

Proverbs, medical advice and a poem from 9th Century England. Have students compare the two pieces of medical advice, one Moslem in origin the other Anglo Saxon. Have students memorize the poem, or compare the attitudes about cats expressed in it with those of the French peasants.

**The Vikings**

The Vikings are usually given short mention in history books. These activities help amplify the culture and role of the Vikings.

**The Vikings – A Play (3 pages)**

A short play about the Viking invasion of England that illustrates the reasons for the Viking invasions. The play has 15 parts.

**Viking Proverbs (2 pages)**

Textbooks usually describe the Vikings from the point of view of their victims. These proverbs provide some insight into what the Vikings were really like. Students are asked to describe what Vikings valued.

**Viking Names (1 page)**

Vikings had colorful, descriptive nicknames. Students are encouraged to come up with their own nicknames in the Viking mold.

**Puzzles**

Two of the puzzles require the students to remember the path of the object. A good visualization exercise. The third puzzle requires students to make educated guesses to identify the objects.

**Medieval Tournament (1 page)**

A paper and pencil visual memory game. Students have to hit the bull's eye from memory.

**Medieval Battle (1 page)**

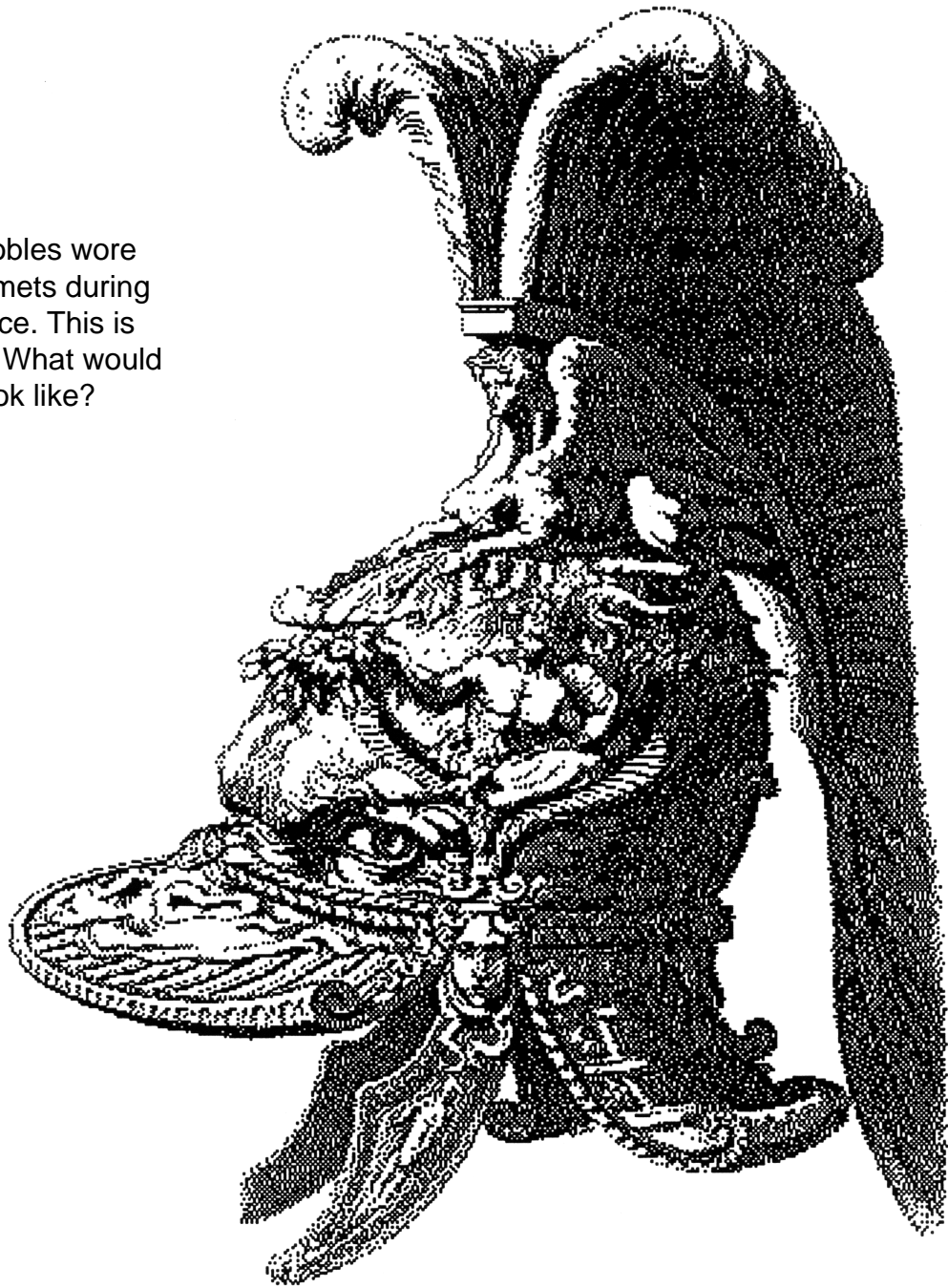
A paper and pencil visual memory game. Students have to hit the opposing soldiers.

**What Is It? (1 page)**

Students have to figure out what these medieval objects are. Answers: A. A powder flask for loading a gun, B. A mold for making rifle balls, C. A gun, D. A crank for drawing the string of a crossbow, E. Mortars (a type of cannon) of various kinds, F. A Viking compass.

**Directions**

Knights and nobles wore very fancy helmets during the Renaissance. This is one example. What would your design look like?



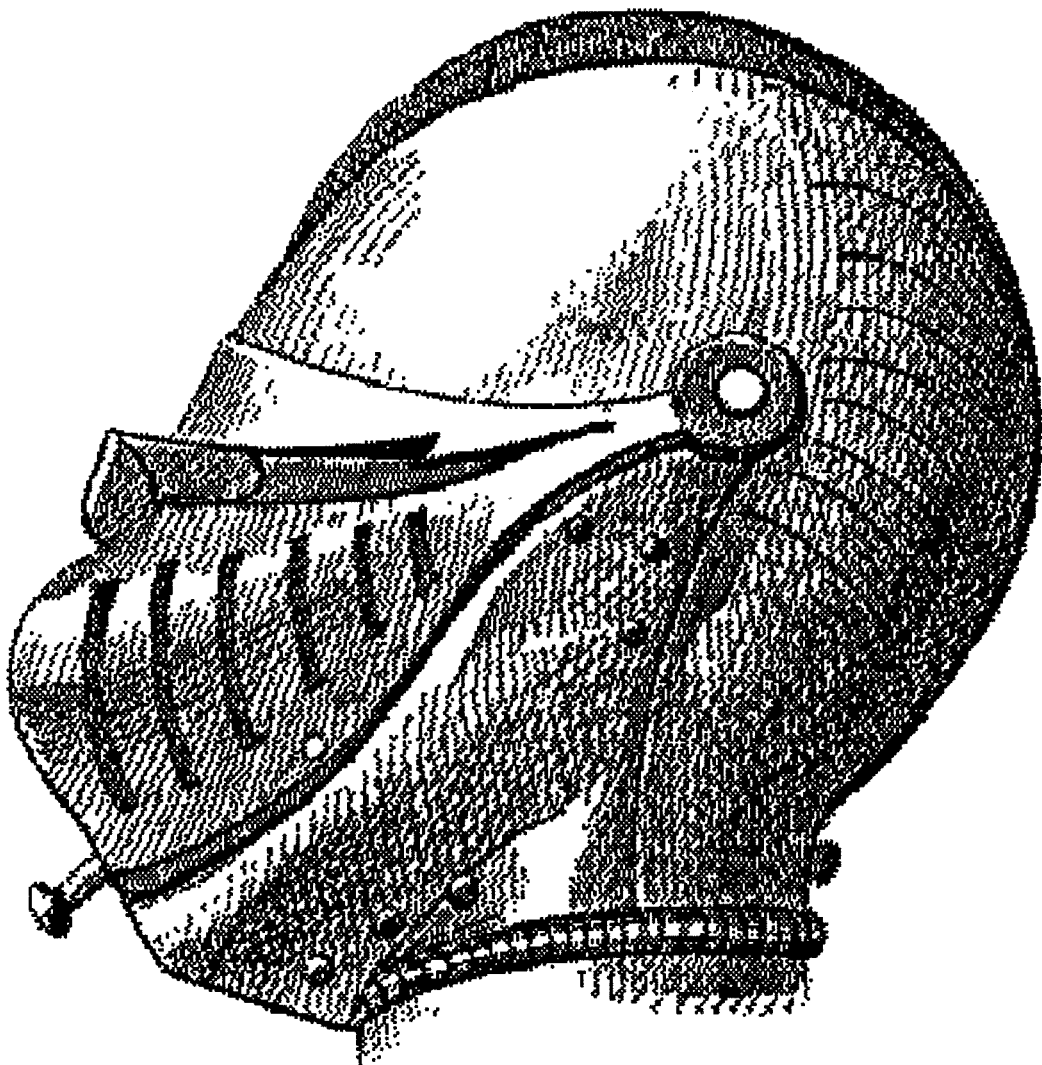


These are some examples of helmets worn during the Renaissance.



**Directions**

Design your own helmet.  
Place a piece of paper over  
this rather plain helmet and  
trace its outline. Use this  
as the basis for your own  
design.



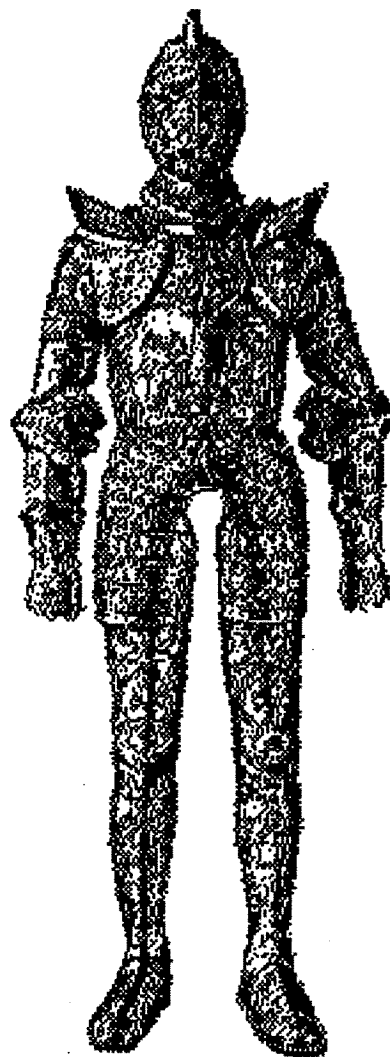
**Directions**

Suits of armor worn by knights and nobles became very elaborate. Design your own suit of armor. Use the picture on page 3 as the basis of your design.



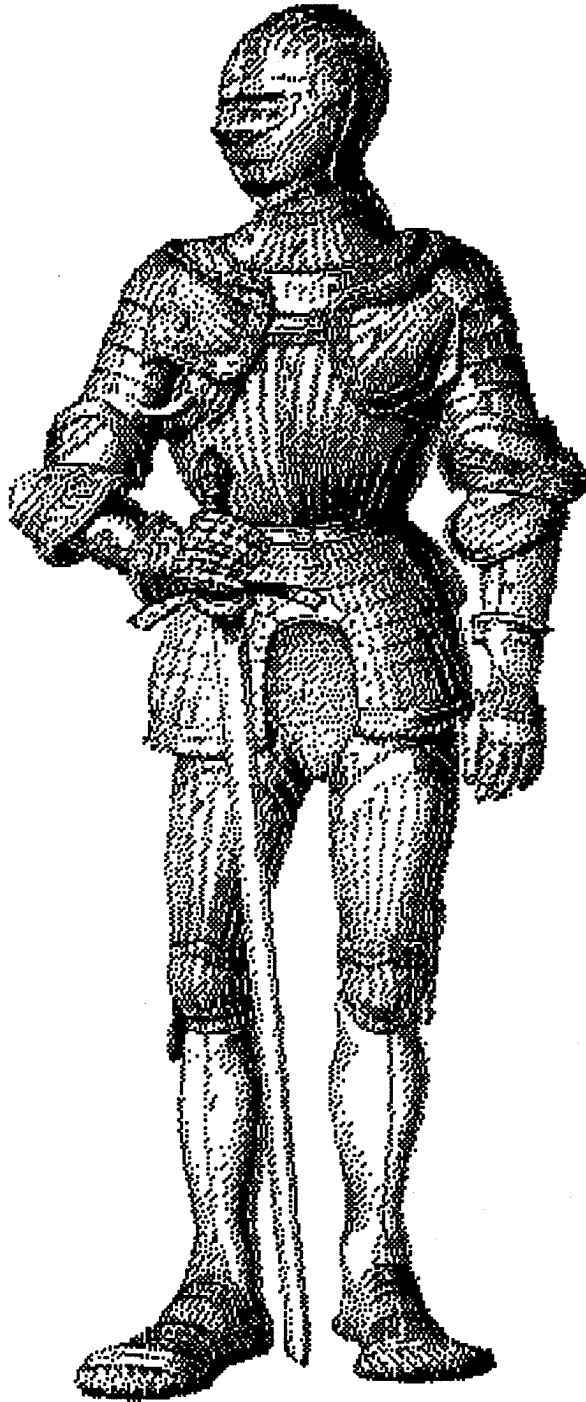


These are some examples of armor worn during the Renaissance.



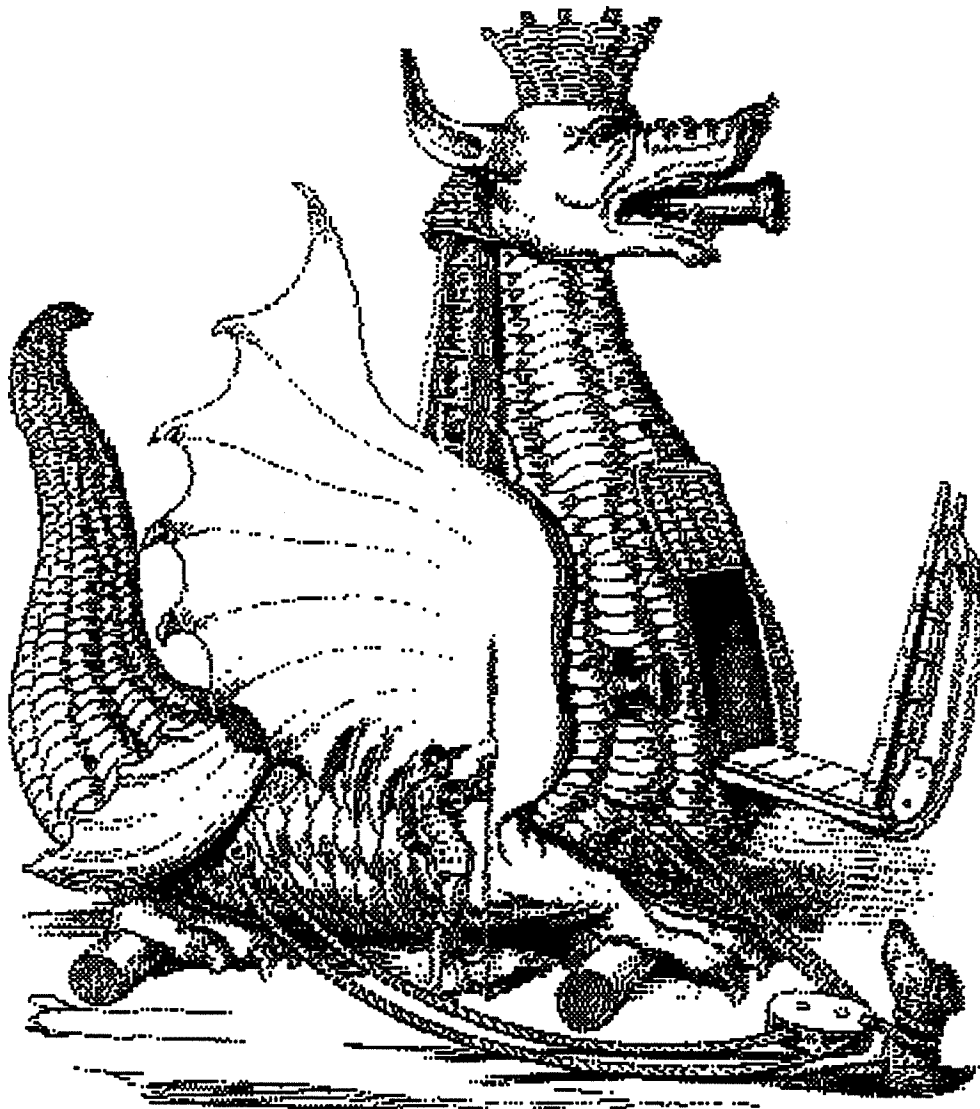
**Directions**

Design your own suit of armor. Make it as fancy or as practical as you want. Place a sheet of paper over this page and trace an outline of the suit of armor. Add your decorations or anything else you want.



**Directions**

The construction of castles during the Middle Ages required attackers to come up with tools to attack them. These were called siege engines. This design was purely imaginary. Try your hand at designing your own.



**Directions**

During the 17th and 18th Centuries aristocratic women preferred tall hair-do's – the taller the better. Design your own hair-do in the spirit of the 18th Century.



**Cat Bashing: A Play****Introduction**

This play is based upon an actual incident that took place in Paris in the late 1730's.

**The Cast (6 characters)**

**Narrator:** 36 lines.

**Jerome:** A printer's apprentice. 31 lines.

**Leveille:** A printer's apprentice. 41 lines.

**Gaillard:** The owner of the printshop. 19 lines.

**Madame Gaillard:** The wife of the owner. 14 lines.

**Printer:** A printer in Gaillard's shop. 7 lines.

**Narrator:** Jerome and Leveille were apprentices in the print shop of Nicholas Gaillard. They slept in the attic over the shop.

**Jerome:** The sun is coming up. We'd better get up to start the fires.

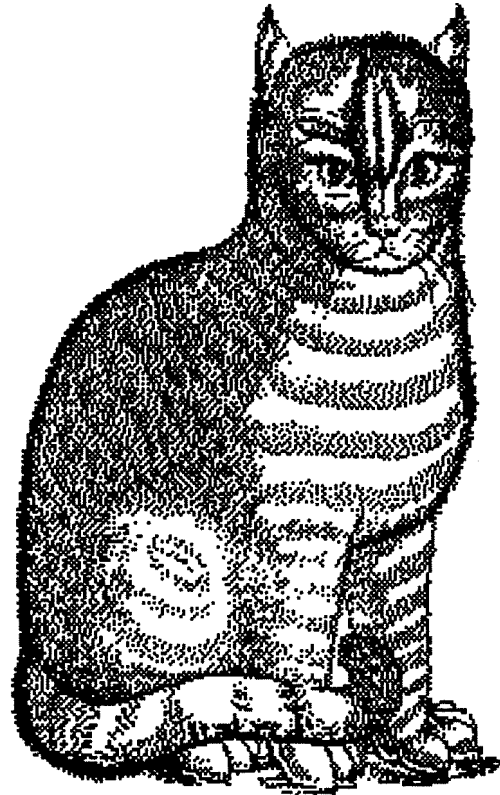
**Leveille:** I'm tired. I didn't get any sleep at all. Those damn cats howling and screeching all night.

**Jerome:** Hurry! Get up. I'm cold. Let's go down and start the fires.

**Leveille:** And this cold room. Damn this miserable life. The cats, the cold.

**Jerome:** We'll get warm when we start the fires and get something to eat.

**Leveille:** What's for breakfast?



**Jerome:** The usual – leftovers from the boss' meals.

**Leveille:** Rotten food, this cold attic, and those damn cats howling all night.

**Jerome:** That's just the way life is. The boss' wife loves cats.

**Leveille:** Especially the grey one.

**Jerome:** Yes. She loves it more than she loves her husband.

**Narrator:** Jerome and Leveille began their day at 4 or 5 in the morning after a sleepless night. They started the fires in the print shop to warm up the shop and the hot lead used for making printed letters.

**Gaillard:** Leveille! Can't you do your job right? Pick up this mess.

**Leveille:** Yes, sir.

**Gaillard:** You're worthless, Leveille. Nothing but a dumb peasant.

**Narrator:** And so Jerome's and Leveille's lives went – cold, sleepless nights, old food left over from the boss' table and abuse from the boss during the day.

**Jerome:** The cats are on the roof again.

**Leveille:** I'd like to take those cats and strangle the mangy creatures.

**Jerome:** I have an idea. Let's get up on the roof and crawl to the boss' window and howl like cats and keep them awake.

**Leveille:** We can't sleep so we might as well make sure they can't sleep. Let's do it.

**Narrator:** Leveille and Jerome climbed upon the roof and imitated cats and kept the boss and his wife awake all night.

**Madame Gaillard:** Something has to be done about these cats, Nicholas.

**Gaillard:** It's probably your favorite cat.

**Madame Gaillard:** No, it's not. He would never howl like that. Nicholas, you have to do something about that. I couldn't sleep all night.

**Narrator:** Nicholas Gaillard wanted to please his wife. He did something about it.

**Gaillard:** Leveille and Jerome! Come here. These cats in the neighborhood have gotten out of hand. I want you to do something about it.

**Leveille:** What should we do?

**Gaillard:** I don't care. My wife and I couldn't sleep last night because of these cats howling. Just do something about it.

**Jerome:** Do you want us to kill them?

**Gaillard:** Are you stupid or something? I said I don't care. Don't kill my wife's cat, though. You know, the grey one. She loves that cat.

**Narrator:** Jerome and Leveille talked about what they should do.

**Leveille:** What a golden chance. We can get rid of the cats.

**Jerome:** I don't know if we should.

**Leveille:** They keep us awake all night, especially that grey cat.

**Jerome:** The boss said not to touch the grey cat.

**Leveille:** That is the first one to be killed. Look at what they give us – a cold, dirty room, bad food and a miserable job. Then they keep us awake all night with cats. Kill them! Kill them all, including the grey one.

**Jerome:** How should we do it?

**Leveille:** The printers are always looking for good fun. All of us hunt them down.

**Narrator:** Leveille and Jerome asked the printers to help them. They armed themselves with broom handles, bars of the press and other tools of the trade. They climbed upon the roofs to track down the cats.

**Leveille:** There. The grey one. I want that one. Come here, kitty. Come here.

**Narrator:** Leveille took his club and smacked it on the back, killing it.

**Jerome:** Leveille, the boss' wife will be mad.

**Leveille:** We'll just stuff it in the gutter and forget about it. She'll never know. Let's get some more.

**Narrator:** The printers continued their search, hitting the cats with clubs. Some were killed, others just stunned. They threw them into the courtyard below.

**Printer:** What are we going to do with the cats that aren't dead yet?

**Jerome:** I don't know.

**Leveille:** I know. Let's have a trial.

**Jerome:** For what?

**Leveille:** Keeping us awake at night.

**Printer:** That should be great fun. When we find them guilty, we'll hang them.

**Leveille:** This must be a proper trial. We'll have a judge, prosecutor, guards, and a confessor.

**Printer:** And an executioner.

**Narrator:** The trial began. The cats were judged, found guilty and hanged.

**Madame Gaillard:** What is going on here?

**Jerome:** Nothing, Madame. We're just getting rid of those pesky cats.

**Madame Gaillard:** This is not the way to do it. That looks like my cat. You will burn in hell for this.

**Leveille:** I assure you, Madame, that is not your cat. We wouldn't think of harming your cat.

**Jerome:** Your husband asked us to get rid of the cats. He said you were being kept awake all night by the cats.

**Madame Gaillard:** I said get rid of them, not hang them by their necks. This is horrible.

**Gaillard:** Why isn't anybody working? What is this? All of you get to work.

**Jerome:** You asked us to kill the cats, sir.

**Madame Gaillard:** Get rid of the cats, not kill them. Where is my little grey cat?

**Leveille:** Unharmmed, I'm sure.

**Gaillard:** Get back to work or all of you'll be fired.

**Madame Gaillard:** Such barbaric cruelty will be punished in hell.

**Narrator:** The boss and his wife left, and the printers laughed. In the following weeks, they reenacted the cat trial many times.

**The End**

## Cat Beliefs

These were beliefs about cats commonly held by French peasants in the 18th Century.

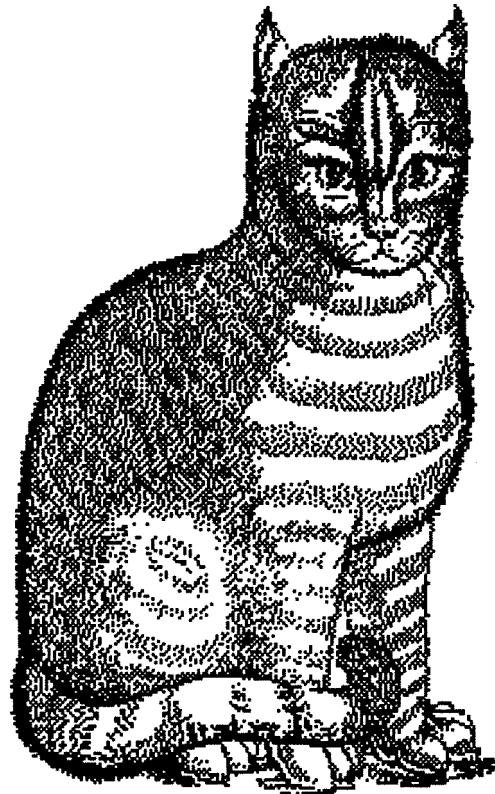
- A cat could prevent bread from rising if it entered a bakery.
- A cat could spoil the catch of a fisherman if it crossed his path.
- If you buried a cat alive in a field all the weeds would die.

## Cat Medicine

- Sucking the blood from freshly amputated tail of a cat will help you recover from a bad fall.
- Mixing blood from a cat's ear with red wine and drinking it will help cure pneumonia.
- You could recover from colic by mixing cat excrement with your wine.
- You could make yourself invisible by eating the brain of a newly killed cat if the brain were still hot.

## Cat Magic

- To kill a cat will bring bad luck to its owner.
- A cat lying on the bed of a sick person might be the devil waiting to carry the person's soul to hell.
- Cats smothered babies.
- Cats understood gossip and would repeat it outdoors.
- To protect a new house, a live cat should be sealed up in its walls.
- To reduce the magical power of a cat, put grease on its paws.
- You could also reduce the magical power of a cat by maiming it, cutting off its tail, clipping its ears, smashing one of its legs, tearing or burning its hair.
- Witches could inhabit the bodies of cats.



## Student Questions

1. Can you think of any magical beliefs that are still held about cats?
2. American attitudes about cats are considerably different from those of French peasants 200 years ago. Why do you suppose there is a difference in attitudes?



## Cat Love

- Men. If you take good care of your cat, you will have a pretty wife.
- Women. If you step on a cat's tail, you will not get married as long as the cat is alive.
- Men. Petting cats will improve your success with women.



**Little Red Riding Hood: The Real Story**

Nearly everyone is familiar with the story of *Little Red Riding Hood*. Below is the original story that French peasants told in the 18th Century. In what way is the story different from the modern version? How do the morals or messages of each version differ? What does the original story tell you about the thoughts of French peasants?

***Little Red Riding Hood***

Once a little girl was told by her mother to take some bread and milk to her grandmother. As the girl was walking through the forest, a wolf came up to her and asked where she was going.

"To grandmother's house," she replied.

"Which path are you taking, the path of the pins or the path of the needles?"

"The path of the needles."

So the wolf took the path of the pins and arrived first at the house. He killed the grandmother, poured her blood into a bottle, and sliced her flesh onto a platter and put it in the pantry. Then he got into her nightclothes and waited in bed.

"Knock, knock."

"Come in, my dear."

"Hello, grandmother. I've brought you some bread and milk."

"Have something yourself, my dear. There is meat and wine in the pantry."

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**Mother Goose**

Many of the rhymes in Mother Goose are French tales from the 17th Century. They describe what life was like for the common people of the time. Based upon these tales describe French peasant life in the 17th Century.

*Pease porridge hot,  
Pease porridge cold,  
Pease porridge in the pot  
Nine days old.*

*When I was a little girl,  
About seven years old,  
I hadn't got a petticoat,  
To keep me from the cold.*

*There was an old woman had three sons  
Jerry and James and John.  
Jerry was hung and James was drowned,  
John was lost and never was found,  
So there was an end of her three sons,  
Jerry and James and John*

*See-saw, Margery Daw,  
Sold her bed and lay upon straw.*

*There was an old woman  
And nothing she had,  
And so this old woman  
Was said to be mad.  
She'd nothing to eat,  
She'd nothing to wear,  
She'd nothing to lose,  
She'd nothing to fear,  
She'd nothing to ask,  
And nothing to give,  
And when she did die  
She'd nothing to leave.*

**Directions**

Below are proverbs of French peasants of the 15th and 16th Centuries.  
What can you tell about the values and attitudes of the French peasants at the time?

**French Proverbs**

Against the clever, the clever by half.

Against a good cat, a good rat.

You don't make an omelette without cracking eggs.

A famished stomach has no ears.

Where the goat is tied it must graze.

It's not his fault frogs don't have tails.

Everyone has to make a living, thieves and the rest.

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**Love & XXXXX**

The use of "X's" to signify kisses began in the Middle Ages. Most of the people could not read and write. When they signed a document, they put an X and to show they were sincere, they kissed it. "X's" and kisses became synonymous.

The "X" is not just any cross. It is the cross of St. Andrew and using it is a promise to carry out one's obligation in St. Andrew's name.

**Valentine Cards**

Valentine's Day is a day of romantic love and its beginning goes back to ancient times. Spring is just beginning to arrive in the middle of February and birds are just beginning to mate. It was the season for love.

The ancient Romans celebrated the time by worshipping Juno, the Roman Goddess of women and marriage. Part of the worshipping of Juno was a lottery. Young girls wrote their names on a slip of paper and these were placed in a drum and the boys drew their names. The girl drawn by the young man became his sweetheart until the next year.

It was the Christian Church which adopted February 14th as Valentine's Day in honor of St. Valentine. Valentine was a pagan priest (that means he was not a Christian) in the Third Century. He converted to Christianity and became a bishop.

The Roman Emperor Claudius decided to outlaw marriage because husbands did not make good soldiers. They were more interested in their families than in fighting. Valentine thought this was against the spirit of Christianity. He married lovers in secret. He was arrested and beaten to death on February 14th, 269 A.D.

The Christian Church made February 14th St. Valentine's Day to honor his death. The Christian Church kept the practice of the lottery but changed the practice of girls putting their names in a box to be drawn by the

boys. The names of saints were substituted for girls and the boys were expected to lead lives following the lives of the saints.

Girls were not too happy with this change and the custom changed back to using girls' names. After time passed another change also took place. Boys and girls didn't like the idea of having their sweethearts chosen for them by lottery and began to send messages to each other. That is how the modern Valentine's Day card came about.

**Halloween**

In the north of England Halloween became the "Nut Crack Night." Girls, to find out their future husbands name, would throw two nuts into the fire. They would give the nuts the names of their boyfriends. The one that burned the brightest would be her husband. If the nuts exploded, it was a bad sign.

**Bundling**

Bundling was a form of courtship in the Middle Ages. The boy friend stayed the night in the girl friend's bedroom. There was not supposed to be any sex. In one part of Holland houses were built with an opening under the window so the boy could enter. If the boy took advantage of the situation, he was beaten, or even killed.

The custom continued in America, where a board was placed between the boy and girl in bed. The sofa was introduced as an alternative to bundling.

**Bridegrooms and Bridesmaids**

During the Middle Ages, bridegrooms escorted the bride to church. They served as guards. Bridesmaids escorted the groom to church.

**Advice on Cats**

A cat can be a witch in disguise. To protect your self from black magic by a cat, you should maim it. Cut its tail off, clip its ears, smash one of its legs, or tear or burn its fur and you can break the evil power of the cat.

*This was a widely held belief of French peasants in the 18th Century.*

**Medical Advice From Palestine**

*The following advice was offered from the Patriarch of Palestine to the Anglo Saxons in the 9th Century.*

Treacle is a good drink for all inward tendernesses, and the man who follows the instructions here set down may much help himself. On the day on which he shall drink treacle he shall fast until midday, and not let the wind blow on him all day; then let him go to the bath, let him sit there till he sweat; let him take a cup and put a little warm water in it, and then take a little bit of treacle and mingle it with the water and strain through some thin cloth; then drink it, and let him go to his bed and wrap himself up warm, and so lie till he sweat well.

**The Proverbs of King Alfred**

A wise child is his father's joy.

A child is better unborn than unbeaten.

A fool's arrow is soon shot.

Whoever lets his wife be his master, shall never be lord of his word.

Wherever you go, say at the end,  
Let be what may be, God's will bedone.

**Anglo Saxon Medical Advice**

*This is an Anglo Saxon remedy for someone who feels badly.*

Collect cockle, lupin, wood betony, cockspur, and hassock-grass, wild iris, fennel, lovage, lichen from a church and from a crucifix. Place the mixture in clear ale and sing seven Masses over it; put in garlic and holy water and put some drops of the mixture into every drink the patient takes.

Let the patient sing the psalms *Beati immaculati* (Blessed are those who are undefiled), *Exurgat* (Let God arise and let His enemies be scattered), and *Salvum me fac, Deus* (Help me, God), and then let him drink of this drink from a church bell. After he has drunk, let the priest sing over him *Domine, Sancte Pater Omnipotens* (Lord, Holy Father All Powerful).

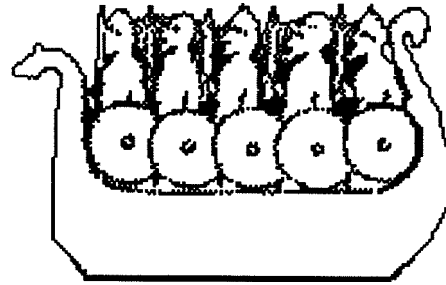
**Medieval English Poem**

I and Pangur Ban my cat,  
'Tis a like task we are at;  
Hunting mice is his delight,  
Hunting words I sit all night.

'Tis a merry thing to see  
At our tasks how glad are we,  
When at home we sit and find  
Entertainment to our mind.

'Gainst the wall he sets his eye,  
Full and fierce and sharp and sly;  
'Gainst the wall of knowledge I  
All my little wisdom try.

So in peace our task we ply,  
Pangur Ban, my cat, and I;  
In our arts we find our bliss,  
I have mine and he has his.

**Cast (15 characters)****Narrator:** 22 lines.**Peasant:** 4 lines.**Reeve:** Saxon government official. 4 lines.**Offa:** Saxon warrior. 9 lines.**Bede:** Saxon warrior. 12 lines.**Harald:** Viking warrior. 7 lines.**Eirik:** Viking warrior. 20 lines.**Olaf:** Viking warrior. 7 lines.**Ella:** Saxon warrior. 11 lines.**Ragnar:** Viking king. 11 lines.**Ethelwort:** Saxon warrior. 1 line.**Monk:** Christian priest. 10 lines.**King Edmund:** Saxon king. 9 lines.**Ubbi:** Viking warrior. 12 lines.**Ivar:** Ragnar's son. 10 lines.**Bede:** They're not there now and there is no sign of the reeve.**Offa:** Let us ride down to the beach.**Bede:** I think I see something there on the ground.**Offa:** It is the reeve. My God! Look at how he has been carved up. His ribs have been separated from his spine.**Bede:** They've torn out his lungs and spread them out.**Offa:** They look like the wings of a bird.**Bede:** That is a bad sign. It is the mark of the raven.**Offa:** What is that?**Bede:** I have seen it before in Normandy. The raven is the symbol of the Vikings, the people who live in the land to the north. They come to kill and rob.**Offa:** We must go warn the king.**Narrator:** It was the summer of 787 and it was the first Viking raid upon England, but not the last.**Narrator:** Three strange ships arrived in the inlet flying brightly colored sails. A peasant, who was plowing his field, left his oxen and ran excitedly to the reeve of the shire.**Peasant:** Sire! Sire! Three ships have landed at Portland Bill.**Reeve:** What did they look like?**Peasant:** They were not Saxon ships, Sire. I've never seen anything like them before.**Reeve:** They must be traders looking for a port. I will go greet them and direct them to Dorchester.**Narrator:** The reeve climbed upon his horse and galloped off to welcome the visitors. He did not return. The King of Wessex sent warriors to find the reeve.**Offa:** There is the inlet where the three ships are supposed to be.

**Harald:** The water is growing shallower.

**Eirik:** The long boat doesn't draw much water. We should be able to make it to the town.

**Harald:** We are a long way from the sea. I don't like going so far in land. They could cut us off.

**Eirik:** That is the beauty of it. They won't expect an attack so far from the sea. We'll surprise them and be gone before they can gather their forces.

**Olaf:** I see the spires of the church. It looks large.

**Eirik:** Good! That means the town is wealthy.

**Harald:** And large. If they stand and fight, we could be in for trouble.

**Eirik:** One hundred Vikings can defeat the Saxons any day.

**Olaf:** If we attack quickly, they won't be ready.

**Eirik:** Olaf, you lead your men to the church. It should be rich in gold and silver. I'll take the rest to the market place. The tradesmen should have a lot of money.

**Harald:** Should we take any prisoners?

**Eirik:** Kill as many as you can. We have room to take some of the women back. They can fetch a price back home.

**Olaf:** The town is just around the bend in the river.

**Eirik:** Let's beach the boats here and go overland.

**Narrator:** The Vikings would raid during the summer and return to Scandinavia in winter. Not always were they successful.

**Ella:** So this is the Viking chief!

**Ragnar:** King!

**Ella:** Pirate is more like it. We'll show you how we deal with pirates.

**Ragnar:** If I were you, I'd be careful. If anything happens to me or my men, others will come to take revenge.

**Ella:** They will come to steal. You men from the north know nothing but how to steal.

**Ragnar:** That is not true. We're no different than you. We farm, we grow our own food. We trade.

**Ella:** Why do you raid our country then and steal from us?

**Ragnar:** Our homeland is cold and mountainous. There is not enough land for everyone. We must raid others to stay alive. If you kill us, others will come.

**Ella:** Let them come. Hang his men and for this king we have a special treatment.

**Ethelwort:** What is it?

**Ella:** Dig a pit and fill it with poisonous snakes and throw him in.

**Narrator:** Ragnar was right. His sons, Ivar the Boneless, Ubbi and Halfdan, returned to England with a large Viking force. This time they came to stay.

**Monk:** Sire, there is a raiding party of Vikings on the way. They ride horseback. See the smoke in the distance. They're burning farms.

**King Edmund:** Quick, take the relics and anything valuable from the church and hide them.

**Monk:** We should run. They'll kill us.

**King Edmund:** First, save the valuables from the church and let's change into peasant clothes.

**Narrator:** The valuables were quickly hidden, but the Viking raiders arrived soon after.

**Monk:** Look! The Vikings. We can't escape now.

**King Edmund:** Pretend that we're just peasants. Maybe they'll leave us alone.

**Olaf:** What do we have here?

**Ubbi:** It looks like a couple of peasants. Maybe they know what happened to the gold and silver in the church.

**Monk:** We don't know anything, sire. The monks took the gold and hid it. We don't know where.

**Ubbi:** Set fire to the church. We'll wait until Ivar gets here before we decide what to do with these two.

**Narrator:** Soon Ivar the Boneless arrived.

**Ivar:** Did you find any loot in the church?

**Ubbi:** No. All we found were these two peasants and they claim not to know anything.

**Ivar:** I recognize that one. He's no peasant. He's King Edmund. Surely, he knows where the gold is hidden.

**Edmund:** No, I don't.

**Ivar:** We'll see how soon you'll tell us. Tie him to a tree.

**Ubbi:** What do you want done with the other one?

**Ivar:** Hang him from a tree and set his clothes on fire. It should be fun watching him dance around.

**Ubbi:** What about the king here?

**Ivar:** We want him to tell us where the gold is hidden. Tie him to a tree and we'll use him for target practice.

**Narrator:** The Vikings took turns shooting their arrows into Edmund. Finally, he died without revealing the whereabouts of the gold. The Vikings conquered part of England and stayed.

**The End**





**Directions**

Most of the written records about the Vikings were recorded by the victims of their raids in England and France. The common view is that Vikings were a bloodthirsty, uncivilized group, but were they really like that?

Below is a collection of Viking proverbs. What can you tell about the Vikings from these verses? Write a summary of what Viking life and values were like based upon these proverbs.

1. Before proceeding up the hall, study all the doorways. You never know when an enemy will be present.
2. A guest needs water and a towel; and a welcome, a warm word if he can get it, and the right sort of entertainment.
3. There is no better load a man can carry than much common sense; no worse than too much drink.
4. A man of mark should be reticent, thoughtful, and brave in battle. Everyone should be happy and cheerful till he reaches the end.
5. Only a fool lies awake all night and broods over his problems. When morning comes he is worn-out, and his troubles are the same as before.
6. Only a fool thinks all who smile with him are friends. He will find when reaches the law-court how few real backers he has.
7. Better a house of your own, however small it be. Everyone is somebody at home. Two goats and poor-roofed cot are better than begging.
8. Out in the fields a man should never be parted from his weapons. No one knows when a man in the open has need of a spear.
9. A man should not be grudging of the money he makes. Often what we intend for those we love is laid up for those we dislike. Matters frequently turn out worse than we expect.
10. Be a friend to your friend; match gift with gift. Meet smiles with smiles and lies with lies.
11. I was young once and walked by myself, and lost my way. I knew myself rich when I found a comrade. Man's joy is in man.

12. Generous and brave men get the best out of life; they seldom bring harassments on themselves. But a coward fears everything, and a miser groans at a gift.

13. Out in the fields I gave my clothes to two scarecrows. They thought themselves champions once they had trappings. A naked man is shorn of confidence.

14. A big gift is not necessary. Esteem can often be bought on the cheap. With half a loaf and a tilted bottle I have gained a companion.

15. A man should be moderately wise, never too wise. He who does not know his fate in advance is free of care.

16. A man with few helpers must rise early and look to his work. A late-morning sleeper carries a heavy handicap. Keenness is halfway to riches.

17. Confide in one, never in two. Confide in three and the whole world knows.

18. Life is its own good. Take care to enjoy it and leave a good name behind. The best thing in life is to be alive and happy.

19. It is good to have a son, though he be born late, after the death of his father. Seldom will a memorial stand by the roadside unless kin erect it for kin.

20. Cattle die, kinsfolk die, we ourselves must die. One thing I know will never die – the dead man's reputation.

21. Praise no day until evening, no wife before her cremation, no sword until tested, no maid before marriage, no ice till crossed, no ale until it's drunk.

22. Be cautious, but not too cautious. Above all be cautious with ale or another man's wife. And third, watch out that thieves don't make a fool of you.

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**What's In A Name**

Vikings had colorful names and nicknames. The Vikings moved throughout England, western France and Russia during the 10th Century. They inter-married with other groups. Viking names were adopted by other people. You may have a Viking name. Viking nicknames were descriptive. They were not meant to be funny or demeaning.

**Directions**

Can you think of some highly descriptive nicknames for yourself and others?

**Male Viking Names:** Haward, Agmund, Aszur, Byrgher, Ase, Aki, Thori, Ofram.

**Female Viking Names:** Ingirith, Siggerith, Jorild.

**Viking Nicknames:** Thor the Skullsplitter, Ofram the Lazy, Mole the Dull, Invar the Boneless.

**Viking names that were adapted to English**

Allgood, Fathers, Lawman, Tunney, Bond, Brothers, Foot, Grave, Haldane, Harold, Knott, Coleman, Simmonds, Storey and Westman.

**Viking names that have been used directly**

Eric, Ingrid, Ivor, Olaf, Ralph and Ronald.

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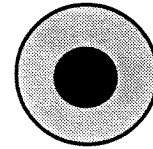
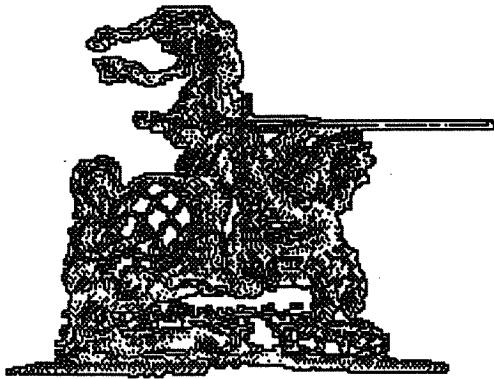
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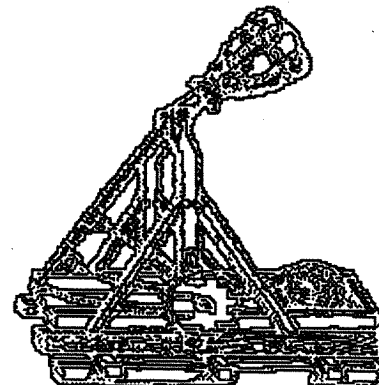
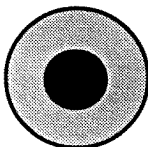
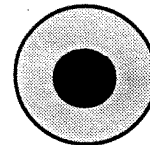
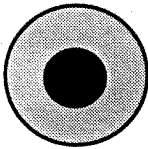
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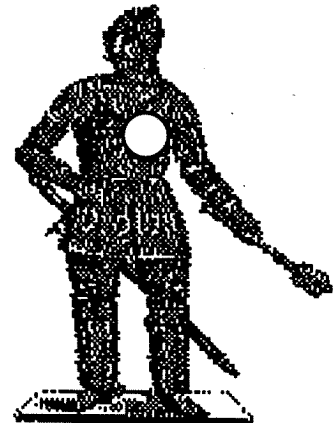
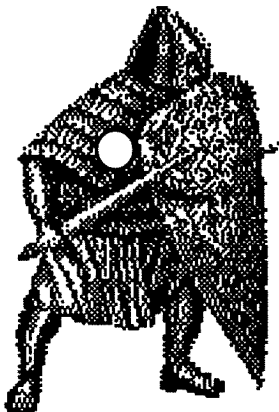
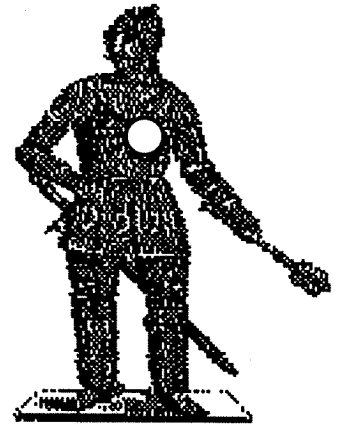
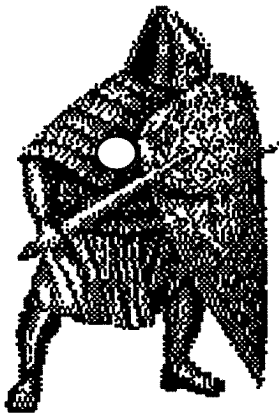
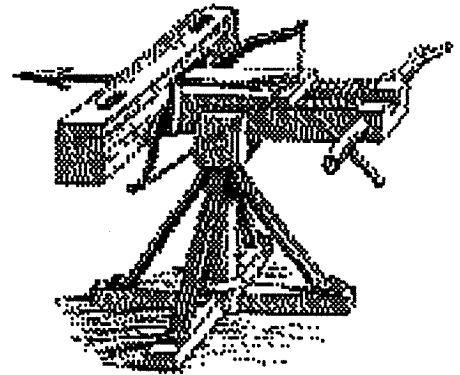
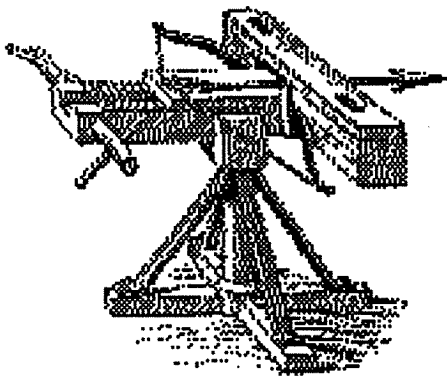
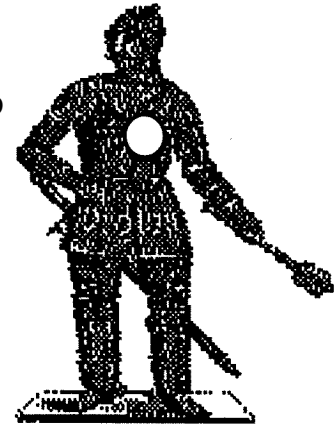
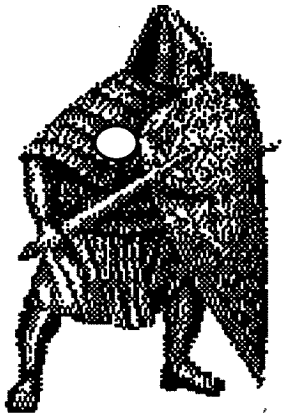


This is a visual memory game. Position your pencil at the end of the lance, gun, cannon or the bucket of the ballista (it is covered with a bag), close your eyes and see if you can draw a line to the bull's eye. 10 points for hitting the black; 5 points for the white.



**Directions**

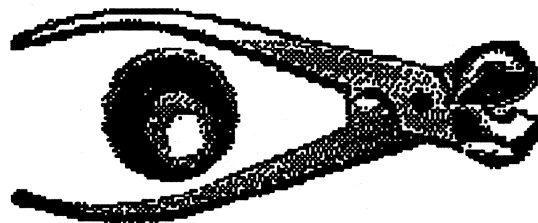
See if you can knock out the enemy with your catapult arrows. Place a pencil on the tip of the arrow, close your eyes, and try to hit the enemy. 5 points for hitting the white spot and 1 point for hitting the soldier.



Can tell what these objects are?



A. \_\_\_\_\_



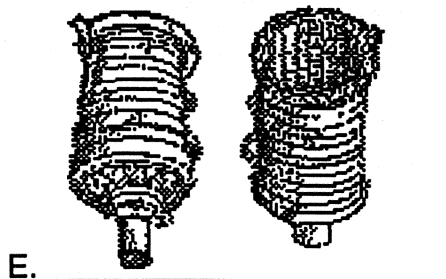
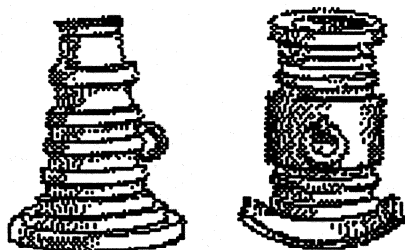
B. \_\_\_\_\_



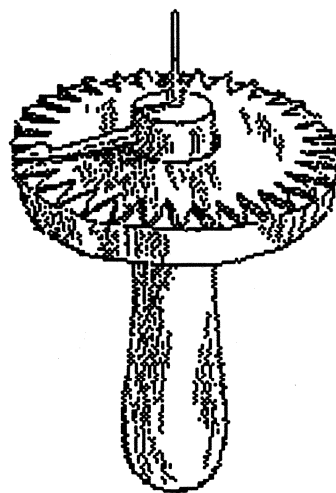
C. \_\_\_\_\_



D. \_\_\_\_\_



E. \_\_\_\_\_



F. \_\_\_\_\_