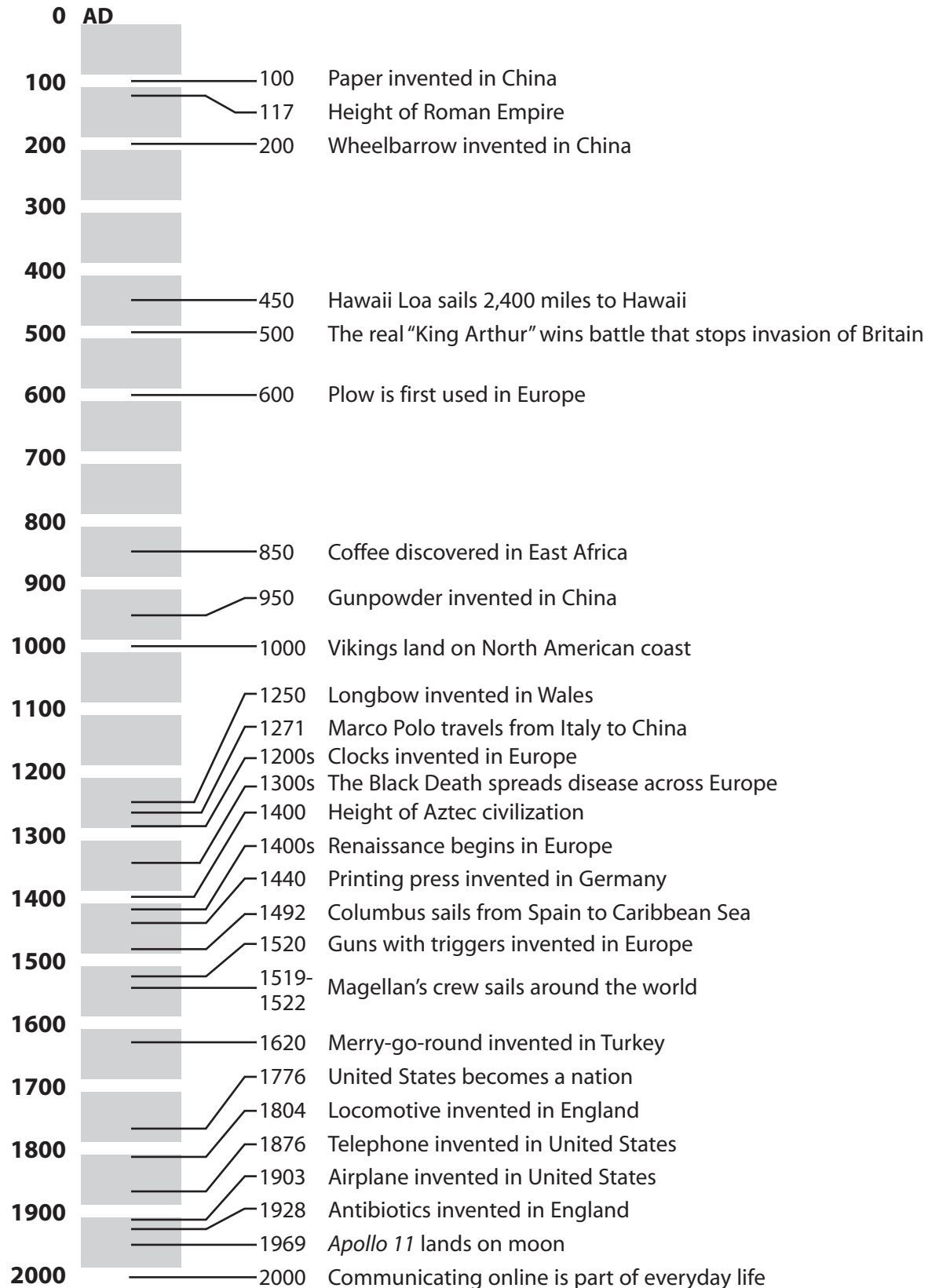



Name \_\_\_\_\_ Date \_\_\_\_\_

## TIME LINE



Name \_\_\_\_\_ Date \_\_\_\_\_

**DESCRIPTIVE PARAGRAPH MODEL**

Clattering over the moat bridge, we passed through the main gate into the castle yard. The castle seemed like a small stone city. Huddled against the great curtain wall with its stone towers were buildings of all sizes—a slope-roofed storage shed, a kitchen with a chimney like a church steeple, a great hall, a brewhouse, thatched barns and stables, a piggery, a smithy, and the chapel.

The yard teemed with sights and sounds. Snorting horses coming and going or just milling around stirred the rain and snow and dirt into a great muddy slop. Peasants held wiggling, squawking ducks and chickens by their feet, shaking them in the face of anyone who might buy. Laundresses stirred huge vats full of dirty clothes in soapy water like cooks brewing up some gown-and-breeches stew. Bakers ran back and forth from the ovens at the side of the yard to the kitchen with great baskets of steaming fresh bread. Masons chipped stones and mixed mortar as they continued their never-ending repairs. Everywhere children tumbled over one another and everyone else, stealing bread, chasing dogs, and splashing and slopping through the mud.

Name \_\_\_\_\_ Date \_\_\_\_\_

**CHARACTER ROLES****SUGGESTED CHARACTERS AND NUMBER OF EACH**

Lord (1)	Steward (1)	Knight (4)	Priest (2)
Lady (1)	Butler (1)	Squire (4)	Teacher (2)
Son (2)	Cook (2)	Groom (2)	Armorer (1)
Twin daughter (2)	Maid (2)	Falconer (2)	Blacksmith (1)

**Lord**

This character is the ruler of the castle and is responsible for the castle's defense as well as the safety of the people who live and work in the castle. The lord owns land that he rents to peasants for farming. When there is a dispute in the castle or surrounding community, the lord listens to both sides of the dispute and decides what to do. His word is law.

**Lady**

This character is married to the lord and is responsible for the operation of the household. If the lord is away and disputes arise, she decides the issue.

**Second Son**

This character is the second teenage son of the lord and lady and is expected to help run his father's estates.

**First Son**

This character is the older teenage son of the lord and lady and is expected to one day be the ruler of the castle. He must learn how to run the castle and his father's estates. He will likely marry the daughter of another lord.

**Twin Daughters**

These characters are in their early teens. These sisters are very close. They are learning how to run a castle and hope one day to marry a lord or a knight.

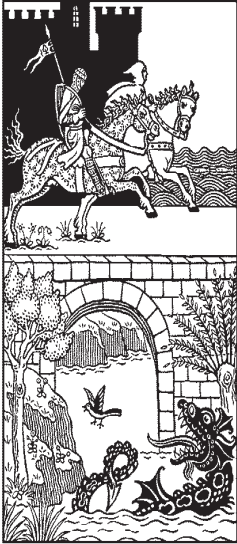
**Blacksmith**

This person makes tools and horseshoes out of iron.

**Armorer**

This person makes protective outerwear for the knights and their horses to wear in battle.

Name \_\_\_\_\_ Date \_\_\_\_\_



### Steward

This person is responsible for organizing the household to make sure all the jobs get done.

### Butler

This person is responsible for buying and storing all the food and drink that is needed for everyone living in the castle.

### Cook

The cook prepares the meals and bakes bread for all the people who live in the castle. Usually, two meals a day are prepared.

### Servant

This person serves the food, cleans, does the laundry, tends the fires, and helps in the upkeep of the castle.

### Priest

This person looks after the spiritual life of the castle residents and holds church services in the chapel.

### Teacher

The teacher is responsible for educating the lord and lady's children. The teacher must teach them reading, writing, languages, and some numbers. Reading the Bible is one of the primary activities.

### Knight

This person defends the castle and will fight for the lord.

### Squire

This is a young person training to be a knight.

### Maid

This person helps the lady with the tasks that she has to do each day.

### Falconer

This person trains falcons to hunt for food for the people of the castle.

### Groom

This person looks after the horses and cleans the stables.

Name \_\_\_\_\_ Date \_\_\_\_\_

## CHARACTER BIOGRAPHY

Name: \_\_\_\_\_

Role: \_\_\_\_\_ Age: \_\_\_\_\_

Personality characteristics: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

People I work with in the castle: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Skills needed to do my job: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Something that happened to me: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Assessment:** Biography demonstrates understanding of status, job role, appropriate skills for that role, and personality. A realistic life event with details is included.

Name \_\_\_\_\_ Date \_\_\_\_\_

## MAKING A MULTIMEDIA PRESENTATION

You can find paintings or drawings showing the daily life of people like your characters on the Internet. Follow these steps:

### 1. RESEARCH DAILY LIFE

Find information and visuals about the roles of your characters. Take notes. The questions below can help you think about the kind of information and visuals to include.

- ☐ Do the visuals show the person doing something?
- ☐ Do the visuals show tools or things that are used in everyday life?
- ☐ Do the visuals show a place?

### 2. CHOOSING VISUALS

Decide what visuals you want to include in your multimedia presentation. You should have at least six, but no more than ten. Keep track of where your visuals were found. At the end of the multimedia presentation, list your sources.

- ☐ How will you organize the visuals?
- ☐ Is there a logical order to the visuals?
- ☐ What can you write for captions?
- ☐ Do you have titles for your visuals?
- ☐ Have you accurately listed your sources?

### 3. REVIEW CRITERIA FOR A GOOD PRESENTATION

Check to see how you are doing. Are there any changes you want to make?

### 4. FINALIZE THE MULTIMEDIA PRESENTATION

Make sure it runs smoothly.

### 5. PREPARE YOUR PRESENTATION

Use the following guidelines to prepare your presentation:  
Practice your presentation. Have a classmate give you feedback.

- ☐ Speak clearly and confidently—voice is the right volume and words are clearly pronounced.
- ☐ Use gestures, facial expressions, and nonverbal cues to enhance meaning.
- ☐ Make eye contact with audience.

Name \_\_\_\_\_ Date \_\_\_\_\_

## MAKING A DIORAMA

You can make a diorama showing the daily life of your characters. Attach a written description to your diorama. Follow these steps:

### 1. RESEARCH DAILY LIFE

Find information about the roles of your characters. Gather information from at least three sources. Write down important facts. The questions below can help you think about the kind of information to include.

- ☐ Where do your characters spend time doing their jobs?
- ☐ What tools do your characters use to do their jobs?
- ☐ How are your characters dressed?
- ☐ What should you include in your diorama to show daily life?

### 2. SKETCH THE LAYOUT

Decide what you want to include in your diorama. Here are some things to think about:

- ☐ How will you organize the diorama?
- ☐ What written information do you need to include?
- ☐ Do you have a title for your diorama?

Now make a simple sketch of your diorama.

### 3. REVIEW CRITERIA FOR A GOOD PRESENTATION

Check to see how you are doing. Are there any changes you want to make?

### 4. MAKE THE DIORAMA

Check as you go along to see that you are meeting the criteria of a good presentation. List your sources of information.

### 5. PREPARE YOUR PRESENTATION

Use the following guidelines to prepare your presentation:  
Practice your presentation. Have a classmate give you feedback.

- ☐ Speak clearly and confidently—voice is the right volume and words are clearly pronounced.
- ☐ Use gestures, facial expressions, and nonverbal cues to enhance meaning.
- ☐ Make eye contact with audience.

Name \_\_\_\_\_ Date \_\_\_\_\_

## CREATING A SKIT

You can create a skit showing the daily life of your characters. Follow these steps:

### 1. RESEARCH DAILY LIFE

Find information about the roles of your characters. Gather information from at least three sources. Write down important facts. The questions below can help you think about the kind of information to include.

- ☐ Where do your characters spend time doing their jobs?
- ☐ What tools do your characters use to do their jobs?
- ☐ How are your characters dressed?
- ☐ What should you include in your skit to show daily life?

### 2. OUTLINE YOUR SKIT

Decide what you want to include in your skit. Make an outline. Your skit should last about five minutes. Here are some things to think about:

- ☐ Review your character description. What might that character say and do?
- ☐ Do you need a narrator to tell about the place and provide special information?
- ☐ Do you have a title for your skit?

### 3. GATHER PROPS

Decide on props for your skit. Keep it simple. You can make some props from construction paper or poster board or bring items from home.

### 4. REVIEW CRITERIA FOR A GOOD PRESENTATION

Check to see how you are doing. Are there any changes you want to make?

### 5. PRACTICE YOUR SKIT

Check as you go along to see that you are meeting the criteria of a good presentation. List your sources of information. Use the following guidelines to practice your skit. Have a classmate give you feedback.

- ☐ Speak clearly and confidently—voice is the right volume and words are clearly pronounced.
- ☐ Use gestures, facial expressions, and nonverbal cues to enhance meaning.
- ☐ Make eye contact with audience.



Name \_\_\_\_\_ Date \_\_\_\_\_

**A LETTER FROM THE LORD**

*My dearest wife,*

*I write this letter with a heavy heart. As you know, I went to the king's court because I am concerned about our country. I tried to talk with him about my ideas for governing the country. The king seeks advice from the barons—the rich men of the kingdom. I have told the king that more people need to be involved in governance. I told him that the knights should have a say in the governance of the kingdom. The king would not listen.*

*I am saddened by his response. I believe that the king has a responsibility to others besides the rich barons. Most of the barons support the king, but a few were interested in what I had to say. As you know, the people believe that the king is given his power from God and that I shouldn't challenge that power. To disobey the king is to go against God. The king expects loyalty. This I cannot give when I believe he is wrong. I believe others should have a voice in the affairs of the country. I suggested that two knights from every community come to court to help govern the country. Unfortunately, my ideas fell on deaf ears. The king does not listen; he does not want to give up any power. The king is very angry with me and has threatened to put me in jail in the Tower of London. I will soon be home, and I seek your wise counsel as to what to do next.*

*Your loving husband,*

Name \_\_\_\_\_ Date \_\_\_\_\_

**THE IMPENDING SIEGE**

I have been cleaning the stables for many years. I am the oldest person living in the castle. I remember long ago, when I was about ten years old, the castle was attacked by a neighboring lord who wanted to capture the castle and its farmland. Oh, it was a terrible siege! It lasted 60 days and we nearly starved to death. I was responsible for the stables then, and I watched as the horses began to lose weight and become irritable because of all the shouting. One day the stable caught on fire, and the horses started to whinny and rear up on their hind legs in an effort to get free. I was very frightened. Finally, the fire was put out and the horses quieted. Now I fear this siege; I'm too old for such a fight. My bones are weary and I don't relish the thought of an empty stomach or being confined to this castle for who knows how long. An old man like me might not survive such a siege, especially since it's the king's soldiers who will attack. Why did our lord go to the king in the first place? Now look what's happened!

Name \_\_\_\_\_ Date \_\_\_\_\_

**SIEGE NARRATION**

The castle has been under siege for 45 days. People are growing weary from the constant attack, and nerves are frayed. Our castle is well defended and only a few have lost their lives. The animals in the stable are jittery as they constantly hear yelling and the pounding of the rocks that are launched by the trebuchet. One day they launched pots of lime. The lime fell into the courtyard, and people were warned to stay away as it would burn the skin. But the worst was when they launched some dead horses that were killed in battle. They had left the horses to rot and stink. When those dead animals came over the walls, people ran for their lives. It was gruesome and the whole courtyard smelled horrid. The lord ordered people to stay away from the rotting animals because they carry disease and could make us all sick. People have had to plug their noses when they go into the courtyard or else be sick from the stench. We are going to burn the dead animals to get rid of the stench and the possibility of disease. Oh, this is all so terrible!

One of the first attacks came when the enemy soldiers tried to use a smasher or battering ram to bash the door. Our soldiers stood on the wall above and dropped a thick pad on ropes to protect the gate while our archers shot flaming arrows. Finally, the battering ram caught fire and the enemy had to retreat. We celebrated that victory, but we were foolish to think they would give up so easily.

The knights keep asking the lord if they can go out of the castle and do battle with the king's knights. The lord tells them they will be outnumbered and slaughtered. They are eager for battle, but I think it would be awful to be outnumbered and have no place to retreat.

We are now worried that the king's men are digging a tunnel under the castle wall to make it collapse. A pan of water was set on the ground by the wall, and it continues to vibrate, making us think they are digging fast and furiously. It must be terrible to be in that tunnel with dust, smoke, darkness, and no fresh air. I hope the siege is over before they get that tunnel dug—I hate to think what will happen if they break through our wall.

Name \_\_\_\_\_ Date \_\_\_\_\_

Everyone is becoming discouraged, but the lord tries to keep up our spirits by telling us that no one has ever captured the castle. He is everywhere in the castle encouraging all the people. I don't know when he sleeps as he seems to be constantly giving orders, providing support, and planning the defense. I wonder, will we survive?

**[A good stopping point to let students respond]**

Today the lord called the knights together and explained that a carrier pigeon had arrived with a message. Some of the lord's friends are bringing their knights and they will mount a rear charge. It appears that the king's soldiers are also growing weary of the battle, and with reinforcements attacking from the rear, the soldiers may withdraw. The lord has told the knights that they are to sneak out under the cover of darkness and join the reinforcements. The knights are excited as they are eager to join the battle. I pray none of them will be killed.

**[A few days later]** Good news! The reinforcements have arrived and a rout is underway. The king's soldiers did not expect an attack from the rear. They are tired of the siege and many have died. Their provisions are running low and it appears that the king has no appetite for this battle any longer. We think another day he might fight again, but for now the siege is over!

Name \_\_\_\_\_ Date \_\_\_\_\_

**SELF ASSESSMENT: SOCIAL SKILLS**

Social skills are an important part of working in a group. Use this assessment form to keep track of how well you work with others and others work with you.

**Episode:** \_\_\_\_\_

Describe the situation or event: \_\_\_\_\_

\_\_\_\_\_

Criteria	I need to work on this.	I do this some of the time.	I do this most or all of the time.
I respectfully listened to others.			
I contributed actively to the group.			
I encouraged others to participate.			
I suggested solutions to problems.			
I did my fair share of work.			

One thing our group did well together:

\_\_\_\_\_

\_\_\_\_\_

One thing our group needs work on:

\_\_\_\_\_

\_\_\_\_\_

One thing I did well:

\_\_\_\_\_

One thing I could do better:

\_\_\_\_\_