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Life in Medieval Times **The Castle**



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The Medieval Ballad

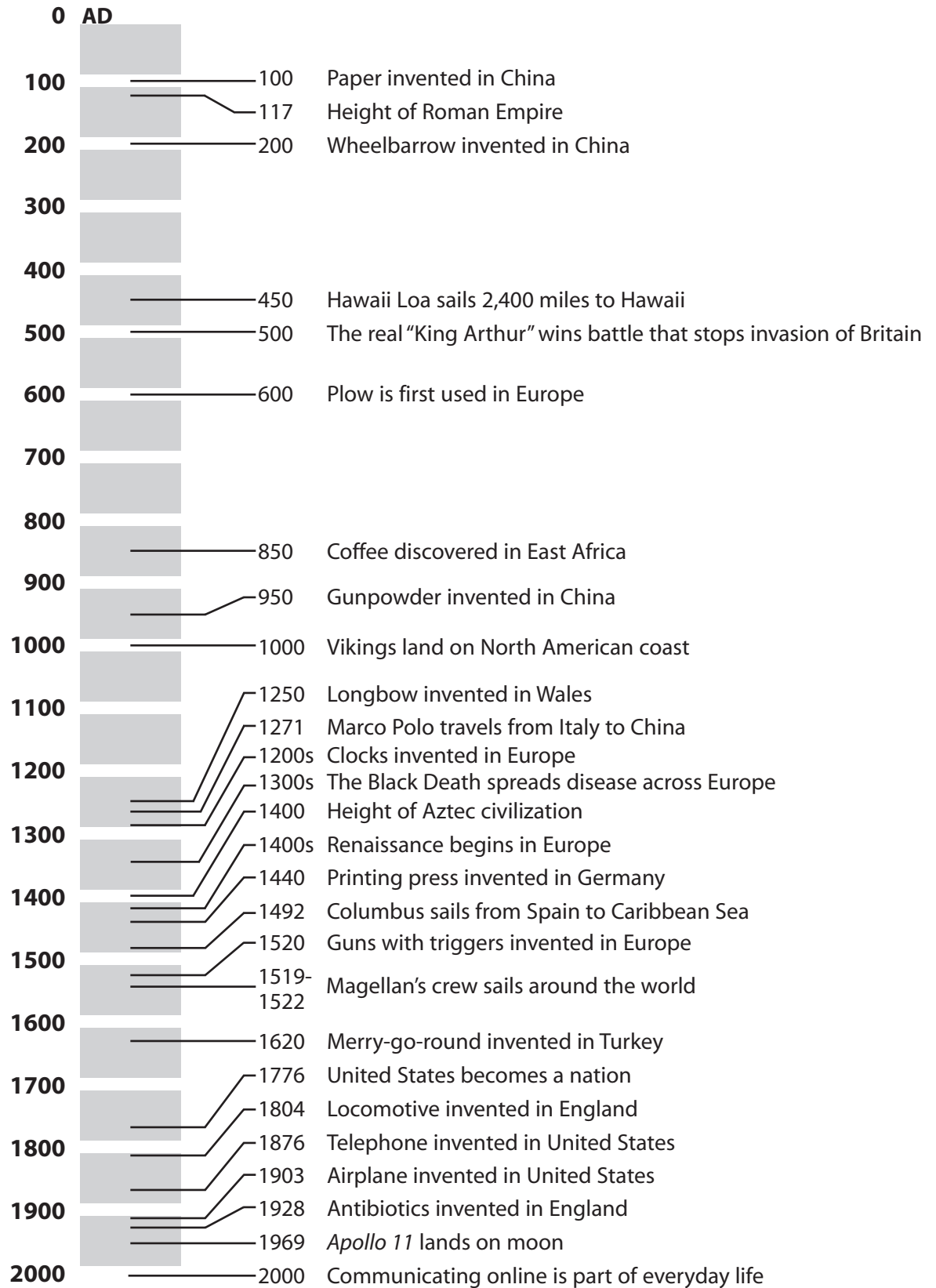
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TIME LINE





WORKING TOGETHER ON THE CASTLE

Work with your group to plan and make your section of the castle.
Before you begin, list three ways your group can work together effectively.

1. Research.

Find out more about your section of the castle. Make a list of things to include. Remember you will need to make your section of the castle authentic and to scale.

2. Check with other groups to coordinate scale of objects and placement.

3. Assign jobs.

4. Assess your work.

1. How effectively did you work together? Explain.

2. How do you know your section of the castle is authentic? Explain.

3. Assess the quality of your work. Is it to scale? Carefully constructed? Explain.



MAKING A CHARACTER

1. Make the head.

- ☐ Draw a circle about 2 inches in diameter.
- ☐ Cut out the circle.

2. Make the body.

- ☐ Draw a rectangle approximately $2\frac{1}{2}$ inches by 4 inches.
- ☐ Cut out the rectangle.

3. Make the arms and legs.

- ☐ For the arms, draw two rectangles about $\frac{3}{4}$ inch wide by 4 inches long.
- ☐ Draw two more rectangles approximately 1 inch longer for the legs.
- ☐ Cut out the rectangles.

4. Put the body together.

- ☐ Position the head, arms, and legs on the body.
- ☐ Glue the body together.

5. Make clothing realistic for job role and gender.

- ☐ Research appropriate clothing for your role.

6. Place the body on fabric or paper.

- ☐ Trace around the shape to make clothing.

7. Mount the figure and add details.

- ☐ Glue the figure on construction paper.
- ☐ Glue the clothing onto the figure.
- ☐ Add details such as hair, feet, hands, facial features, and jewelry if appropriate.

8. Sketch two artifacts that your character uses in everyday life or in work role.

- ☐ Research artifacts. Make to scale and accurate.

Assessment: Directions are followed for making a realistic character. The size is appropriate. The character is carefully completed. There is evidence of research applied in creating dress that is appropriate for job role and gender, and details are included. At least two artifacts that accurately show items used in everyday life and work are included.



CHARACTER INTRODUCTIONS

Prepare an introduction of your character using the guidelines below. You are going to introduce your character as though you were that person.

- Get into role. Think about how your character stands and moves. Is the person young or old? How does an old person move? How does a young person move? Think about how your character's personality affects him or her.
- Underline important details in your character biography. Be sure to include your name, age, and role at the castle.
- Decide what else you will tell about yourself.
- Keep your introduction short and to the point.

Practice your introductions with your group. Use the checklist below to give feedback to others in the group.

Checklist for a good introduction:

- ☐ Am I in character?
- ☐ Am I using my voice and movements to tell about my character?
- ☐ Am I including important information and interesting details?
- ☐ Am I speaking clearly and confidently?

What feedback did you get?

Make improvements as necessary.



ACTIVE LISTENING GUIDE

Use the chart below to record information about people in the castle. For each character introduced, write the name, age, and job role in a box below.

Draw lines to connect characters. Use a red line to show the characters that would interact with each other when they are working. Draw a blue line between characters who might be friends. Be prepared to share your reasons for why you made the connections between and among characters.

Assessment: Character information is carefully recorded. Red and blue lines demonstrate an understanding of status and relationships during medieval times.



PLANNING THE PRESENTATION

Work with your partner or group to plan and research your presentation. Follow these steps:

1. Decide on a type of presentation.

For our presentation, we will ...

2. Determine criteria for presentation.

What makes a good presentation? Discuss this as a class and then write the criteria in the space below.

[illegible]

Turn to next page.



PLANNING THE PRESENTATION (CONT.)

3. Work together.

In your group, discuss the following questions:

What will we do if someone doesn't do one of his or her assigned jobs?

How can we solve disagreements?

How can we help each other?

4. Assign jobs.

Review the guide for your type of presentation ("Making a ..."). Decide what jobs each member of the group will do.



TAKING NOTES: DAILY LIFE PRESENTATION

As you listen and watch the presentations, write key words or draw quick pictures that will help you answer the questions below. You will discuss these questions after the presentations.

<p>How did people meet their basic needs in medieval times?</p>	<p>What skills did people need?</p>
<p>How was life in medieval times similar to life today?</p>	<p>How was life in medieval times different from life today?</p>



LISTENING FOR INFORMATION: A CRISIS BREWING

1. What did Lord Ramsey want the king to do?

2. What was the king's response?

3. Why do you think the king responded as he did?

4. How does Lord Ramsey feel about what has happened?

5. What might happen at the castle as a result of this situation?

Assessment: Responses reflect an understanding of the problem, the power relationships, and the ability to realistically infer what might happen.



DEVELOPING A PLAN

1. What should Lord Ramsey do?

2. Why is your plan for Lord Ramsey a good one?

3. What risks will Lord Ramsey take?

4. How might this plan affect you?

Assessment: Responses demonstrate an understanding of the problem and are realistic in the context of medieval times and people's roles in the society.



PREPARING FOR THE SIEGE

You can help protect the castle during the siege, but you must be prepared. Follow these steps as you make your preparations:

1. Get your assignment.

Your group's assignment is _____

2. Gather information

Where will you find information to help you decide what you will need to do?

3. Report to the Lord

You will need to report to the lord on the preparations you have made. Think about the best way to make your report. You can make a list, write a description, draw a picture, or make a model. Think about your task. What is the best way to show the lord what you have done? Read the descriptions below to help you decide.

Make a list

- ☐ Estimate how long the siege might last—60 days is a good length of time to use.
- ☐ Decide what supplies you will need.
- ☐ Decide how many people—and animals—will need these supplies.
- ☐ Make the list. Include how much of each item you will need.
- ☐ Prepare to share the list with the lord.



PREPARING FOR THE SIEGE (CONT.)

Write a description

- ☐ Write a paragraph of what you will do to prepare for the siege.
- ☐ Be specific in your description.
- ☐ Check to see that your information is accurate.
- ☐ Tell why you will need to make these preparations.
- ☐ Prepare to read the description to the lord.

Draw a picture

- ☐ Draw a picture of one of the following:
 - something that will be used in the castle's defense
 - a weapon that will be used to attack the castle
 - a scene showing the attack and defense of the castle using certain weapons
- ☐ Be sure the picture is accurate.
- ☐ Prepare to talk about the picture with the lord.

Make a model

- ☐ Make a model of one of the following:
 - something that will be used in the castle's defense
 - a weapon that will be used to attack the castle
- ☐ Be sure the model is accurate and carefully constructed.
- ☐ Prepare to talk about the model with the lord.



THE MEDIEVAL BALLAD

DEFINING A BALLAD

In medieval times, singing poets, called minstrels, sang ballads in castles and villages. The ballads told about events of the time. The most common ballad themes were war and love. As the ballad would be sung over time, other verses would be added and words changed. Some ballads we know today were sung long ago. Their words have changed over time.

This ballad, originally called “Shule Aroon,” was sung in Ireland more than three hundred years ago. It has been passed along and changed over time. These stanzas were popular in the United States during the Revolutionary War.

*There I sat on Buttermilk Hill,
Who could blame me, cry my fill?
And ev’ry tear would turn a mill;
Johnny has gone for a soldier.*

*Me oh my, I loved him so,
Broke my heart to see him go.
And only time will heal my woe;
Johnny has gone for a soldier.*

*I’ll sell my flax, I’ll sell my wheel,
Buy my love a sword of steel,
So it in battle he may wield;
Johnny has gone for a soldier.*

1. Underline the words that rhyme in the ballad.
2. Who are the main characters?

3. What happened?

4. Circle words in the ballad that describe feelings.



THE MEDIEVAL BALLAD

PREWRITING: THE BALLAD

Write a ballad telling about the events that have happened in this episode. Write at least two four-line stanzas.

Organize Your Ideas

To write your ballad, focus on one main idea for each stanza.

Ideas and content

- What situation will you describe? Find a focus for the situation. Remember, you don't have to tell everything.
 - Who are the characters you will include?
 - Write your ideas on a separate sheet of paper.
-

Word choice

- What words can you use to describe strong feelings?
 - What striking words and phrases can you use to create vivid pictures in the reader's mind?
 - What lively verbs can you use to create interest and suspense? What specific nouns can you use that relate to medieval times?
 - Brainstorm some words. Look at the word bank for ideas.
-

Voice

- Write from your character's point of view.
- Your ballad should be engaging and reflect a strong reaction to the situation.
- Help the listener feel a strong connection to the ballad, sensing the danger of the situation.

On a separate sheet of paper, draft and edit your ballad. Use the criteria above for editing.



DATE _____

THE MEDIEVAL BALLAD

WRITING: THE BALLAD

Title: _____

Stanza

Stanza

Assessment: The ballad has two stanzas with rhyming lines. A focused situation from the episode is described and includes the characters involved. Strong feeling words are used. Vivid pictures are created in the reader's mind by using striking words and phrases. Lively verbs create interest and specific nouns add depth of understanding to the topic. The ballad is from the character's point of view and engages the listener.



THE MEDIEVAL BALLAD

THE BALLAD CONTINUES, PART 1

Write another four-line stanza about what is happening in the Storypath. Write from your character's point of view. Be sure to include feelings about the event. Remember to think about ideas and content, word choice, and voice.

Stanza

Space for additional stanzas

Assessment: The stanza rhymes. The stanza focuses on the situation and relates to the character's role. The writer makes it personal by writing from the character's point of view and describes how the character feels about the situation. Vivid pictures are created by using striking words, lively verbs, and specific nouns.



THE MEDIEVAL BALLAD

THE BALLAD CONTINUES, PART 2

Write another four-line stanza about what has happened. Write from your character's point of view. Be sure to include feelings about the event. Remember to think about ideas and content, word choice, and voice.

Stanza

Space for additional stanzas

Assessment: The stanza rhymes. The stanza focuses on the situation and relates to the character's role. The writer makes it personal by writing from the character's point of view and describes how the character feels about the situation. Vivid pictures are created by using striking words, lively verbs, and specific nouns.



THE MEDIEVAL BALLAD

THE BALLAD: THE LAST STANZA

Write the last four-line stanza to bring closure to the events of the Storypath. Create a powerful ending. Write from your character's point of view. Be sure to include feelings about the ending. Remember to think about ideas and content, word choice, and voice.

Stanza

Assessment: The stanza rhymes. The stanza focuses on the ending of the story and relates to the character's role. The writer makes it personal by writing from the character's point of view and describes how the character feels about the ending. Vivid pictures are created by using striking words, lively verbs, and specific nouns.

WORD BANK

Keep track of the words you learn or words that interest you. Words in your word bank may come from class discussion, research, or any other source during the unit. Next to each word, write a definition of the new word or words that describe the new word. You might even draw a sketch of the word to help you remember its meaning.

[illegible]

GLOSSARY

armorer *noun* a person whose job in the castle was fashioning clothes out of metal

bailey *noun* an open area within the castle walls where people worked

ballad *noun* a traditional song written in simple verse and short stanzas that tells a dramatic or exciting story

barbican *noun* a wall that protects the outside entrance of the castle

battlement *noun* a notched open space along the top of the castle wall

chapel *noun* a room, usually located in the keep of a castle, where religious services were held

drawbridge *noun* a ramp, positioned in front of the gatehouse, that can be raised or lowered to extend across a ditch or moat

feudalism *noun* a medieval political system based on exchanges of services between lords and those with less power

gatehouse *noun* the entrance to the castle where the drawbridge can be raised or lowered

great hall *noun* the keep's main room that was the center of castle activity

groom *noun* a person whose job in the castle is tending horses

hawking *noun* a popular sport among medieval lords and ladies in which a trained falcon, or young hawk, was used to hunt wild birds

jester *noun* a fool, or comedian, who often entertained in the castle

joust *noun* a contest of strength between two mounted knights carrying long spears

keep *noun* the strongest building of the castle containing the lord and lady's living chambers

knight *noun* a warrior for a king or lord

minstrels *noun* traveling musicians of the Middle Ages

moat *noun* a water-filled ditch encircling the castle

monarchy *noun* a government ruled by a king or queen

motte *noun* a huge human-made mound of dirt supporting the castle

siege *noun* enemy forces' attack on a castle

squire *noun* a young boy who trained to be a knight under the guidance of the lord and lady of a castle

stanza *noun* a group of lines in a poem or a song, usually arranged in a particular pattern

steward *noun* a person whose job in the castle is handling the lord's business affairs

trenchers *noun* thick slices of stale bread used as plates

turret *noun* a castle's high watchtower, or lookout post