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Life in Medieval Times **The Castle**

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–Margit E. McGuire

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Life in Medieval Times

The Castle

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ABOUT STORYPATH

THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that children learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When children are engaged in problem-solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for children to gain a deeper, more complex understanding of major concepts.

AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath's narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *Understanding the Marketplace*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

Typical structure of a Storypath unit

CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

BUILDING CONTEXT

Students are involved in activities such as reading, writing, and research to stimulate them to think more deeply about the people and the place they have created.

CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.

USING THE COMPONENTS

TEACHER'S HANDBOOK

Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

Teaching Notes

Each Handbook contains detailed support for instruction.

BUILDING CONTEXT

LIFE AND WORK IN COLONIAL BOSTON

INTRODUCING COLONIAL LIFE page 28

Students discuss colonial life and determine ways they can learn more about it.

Materials: None

Grouping: Whole class

Schedule: Approximately 30 minutes

RESEARCHING COLONIAL LIFE page 28

Students write a report describing the daily life and work of their characters.

Materials: Teaching Master 5, *Samuel Report: The Bakery*, T11 p. 62; Teaching Master 6, *Making a Diorama or Poster*, T11 p. 63; Portfolio 7, *Presenting a Report*, pp. 10–11; Portfolio 8, *Writing a Report*, p. 12; Portfolio 9, *Self-Assessment*, p. 13; Content Cards 2 and 3.

Optional: cardboard grocery boxes for dioramas, poster board for posters, construction and tissue paper; textured materials such as yarn, fabric scraps, cotton balls, colored markers, crayons, colored chalk, glue, tape, scissors; assorted colors of paint, brushes, water cans.

Grouping: Family groups for planning and research; individually for writing the reports.

Schedule: 2–3 hours plus time for students to write reports.

CONCLUDING EPISODE 3 page 30

Students reflect on the experience, add to the word bank, and write about life and work in colonial Boston.

Materials: Portfolio 10, *Presenting a Report*, p. 14; Portfolio 11, *Taking Notes: Daily Life Presentation*, p. 15; Props for presentation if students so choose.

Grouping: Whole class for the word bank; individually for the writing activity.

Schedule: Approximately 1½ hours.

EPISODE OBJECTIVES

- **Culture/Social Interaction** Identify how wants and needs were met in colonial times.
- **History** Examine how people's lives were affected by the conditions that existed in colonial times.
- **Cause/Effect** Identify how characters' work contributes to the economy of colonial Boston.
- **Social Skills** Organize, plan, and make decisions while planning reports with group members.
- **Critical Thinking** Identify criteria for quality reports.
- **Library** Conduct research; take notes; think, write, and/or do a report.
- **Library** Present and report to the class to share information.
- **Library** Listen actively and take notes during oral presentations.

3
EPISODE

EPISODE 3
 Struggle for Independence 27

from the *Struggle for Independence* unit

INTRODUCING COLONIAL BOSTON

TIMELINE

Start a timeline to record and sequence the events that will be presented throughout the Storypath. Make the timeline horizontal and display it in the classroom. You might divide the timeline into six-year segments, beginning with the year 1600 and ending with 1800. Let students add dates as the story progresses. Begin by posting these dates and events:

- 1629: First European settlers in the area (Rev. William Blackstone)
- 1630: Boston founded

After students create the frieze, let them speculate about when their buildings were built and add this date to the timeline. Many buildings in colonial Boston were built in the late 1600s and early 1700s. For the timeline, students might choose one date such as 1700.

Launch the unit

Tell students that they will be creating a story about colonial Boston that begins around 1765. Ask a student to point out Boston's location on a map. Explain that often we can understand our own lives and communities better when we learn about the lives and communities of others in the past.

Review with students the elements of a story: setting (when and where the story takes place), characters (the people in the story), and plot (critical incidents or important events). In this episode, students will create the setting for the story—a view of colonial Boston.

Create groups of four or five students. Students will work with these same group members throughout the Storypath.

ELL Build background on colonialism

To build background, discuss the concept of *sovereignty* and the relationship of colonies to the *mother country*.

colony a group of people living in a new territory but keeping ties with the parent country

colonists people who live in a colony. Colonists usually remain citizens of the parent country.

mother country (or parent country) the country from which colonies come, or the country of one's parents or ancestors; relating to colonies, the parent country continued to rule over the colonies, even though the colonies lived across the ocean.

Then read the following information to the class:

After Columbus's arrival in 1492, several European nations attempted to establish settlements in the Americas. The most successful settlements were the distant British colonies. Although the colonies lived far from

TERMINOLOGY
 • colony
 • sovereignty
 • mother country

EPISODE 1
 Struggle for Independence 15

from the *Struggle for Independence* unit

Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or made into transparencies, depending on your teaching needs.

EPISODE 4

TEACHING MASTER

T8

Name _____ Date _____

PUBLIC NOTICE: TAXES FROM BRITAIN

Stamp Act, passed 1765

By an Act of Parliament, a tax must be paid to the customs official for any transactions involving the following items.

Item	Tax
Legal document submitted in a court of law	3 pence
College diploma	2 pounds
Bill of sale	4 pence
Liquor license	20 shillings
Will	5 shillings
Land purchase under 100 acres	3 shillings
Contract	2 shillings and 6 pence
Pack of playing cards	1 shilling
Pair of dice	10 shillings
Newspaper	1 penny
Advertisement in a newspaper	2 shillings
Almanac or calendar	2 pence
Any document listed above that is written in a language other than English	Double the tax listed above

Townshend Acts, passed 1767

Taxes must be paid on the following items imported from Britain.

Item	Tax
For every 100 pounds of glass	4 shillings and 8 pence
For every 100 pounds of lead	2 shillings
For every 100 pounds of paint	2 shillings
For every pound of tea	3 pence
For every 500 sheets of paper	12 shillings

TEACHING MASTER
 Struggle for Independence 65

from the *Struggle for Independence* unit

Assessment

Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.

SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're ungraded. They allow for variances in students' abilities as learners.

1. PORTFOLIO RESPONSE

Activity

Have students review their Portfolio and identify at least five items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolio. Why are these ideas important?
- What challenges did your character face? How did your character respond to these challenges?
- What are three costs and three benefits of seeking independence from Britain?
- What skills do you believe improved as a result of this unit? Explain why.

Criteria for Assessment

Learning objectives are demonstrated if

- the portfolio demonstrates an understanding of how the colonists lived, the effects of British rule on the colonists, the Boston Massacre, and how the colonists responded to and were shaped by the events of the time;
- the reflections are thoughtful, well organized, and clearly communicated;
- the paragraphs demonstrate appropriate writing conventions.

2. ANALYSIS OF A CURRENT EVENT

Activity

Students can locate a current event in the newspaper that they believe has similarities to events in the Storypath. Students should

- summarize the current event. What is happening? Why is there conflict? How are people responding to the conflict? What injustices have been identified?
- list three ways the event is similar to the events in the Storypath.
- write a paragraph offering suggestions for what the people who are involved in the conflict should do. Suggestions should be based on what students have learned from the Storypath.

Struggle for Independence 75

from the *Struggle for Independence* unit

STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit. And when completed, the Portfolio becomes an authentic assessment tool.

EPISODE 5 PORTFOLIO 14

DATE _____

PRIMARY SOURCE: NEWSPAPER ARTICLE

The BOSTON Evening-Post.

Containing the fullest & most interesting News, Foreign and Domestic.

October 29

The inhabitants of this town have been late greatly troubled and alarmed by some of the officers and soldiers, several have been assaulted on frivolous pretences, and put under guard without any lawful warrant for so doing. A physician of the town walking the streets the other evening, was assailed by an officer, when a scuffle ensued, he was afterwards met by the same officer in company with another, both as yet unknown, who repeated his blows, and as he supposed gave him a stroke with a pistol, which so wounded him as to endanger his life. A mob of this town on going under the rails of the Common in his way home, had a threat in the breast with a bayonet from a soldier, another person passing the street was struck with a musket, and the last evening a mob of the town was struck down by an officer who went into the coffee-house, several gentlemen following him on, and expounding with the officers, were treated in the most ungentle manner; but the most atrocious offence and alarming behaviour was that of a captain, the last evening, who in company with two other officers, endeavoured to persuade some

Negro servants to ill-treat and abuse masters, assuring them that the soldiers were come to protect their freedoms, that with their help and assistance, they should be able to drive all the English to the devil with discourse of their import, tending to excite an insurrection. Depositions are now taking before magistrates, and prosecutions at common law are intended; the inhabitants are determined to oppose by the law of proceedings, apprehending it is the honourable as well as the most safe and effectual method of obtaining satisfaction and redress; at the same time they have a right to expect that General Gage will remain an unconnected spectator, such a conduct in any soldier has committed.

—Here observe you may behold some of the first fruits springing up from that of Britain a standing army. Troops quartered upon us at a time of peace, pretence of preserving order in a nation as an early before their arrival at any large town in the whole extent of his Majesty's dominions; and a little time will show whether we are to be governed by the sword or the common law of the land.

—From The Boston Evening-Post, October 29, 1768.

18 PORTFOLIO Page 18

DATE _____

EPISODE 5 PORTFOLIO 15

PRIMARY SOURCE READING GUIDE

The Boston Evening-Post

The article from the Boston Evening-Post is a primary source. It was written in 1768. Historians can use this article to learn about events in Boston during this time period.

Effective readers first think about the author's purpose for writing and then about what they already know about the topic. Then they often read and reread to make sure that they understand the text. Read this article at least two times. Read it aloud to a partner at least one time. Look for the most important ideas. Then use the questions below to help you better understand the article.

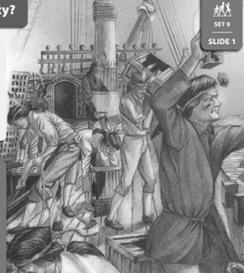
- In colonial times, newspapers sometimes tried to persuade others to think or act in certain ways. Do you think the writer is trying to persuade the reader? Give examples from the text to support your answer.
- Do you think the writer supports the patriots or the loyalists? How do you know?
- The writer effectively used the writing trait of word choice to help persuade the reader. The article contains lively verbs, specific nouns, and colorful adjectives (or describing words). Circle the words and phrases that you think helped the writer effectively convey his message.
- Reread the last paragraph of the article. What are the "first fruits"?
- What is this article mostly about?

19 PORTFOLIO Page 19

from the *Struggle for Independence* unit

What was the Boston Tea Party?

On December 16, 1773, three ships from Britain loaded with chests of tea were docked in Boston Harbor. Britain had cut the price of tea in half, but the tea tax remained. The next day, the governor was going to have the tea unloaded, and the tax would be paid. The people of Boston had other ideas.



1. What might people watching from the shore have thought? (making inferences)

3. Why do you think the colonists dressed as Mohawk Indians? (making inferences)

2. How did this protest differ from a riot? (scanning)

SET 1 SLIDE 1

What happened at the Boston Massacre?

Paul Revere's Engraving of the Boston Massacre

Paul Revere, an artist and abolitionist, made this engraving of the Boston Massacre at the request of Samuel Adams. Many prints were made and distributed all over the colonies.



4. Compare Atticus in the Boston Massacre. This print shows Crispus Attucks, a black patriot, charging at the soldiers. Attack was one of two people who died that night.

SET 1 SLIDE 1

Student Handout

Compare how the two pictures are the same and different. (understanding, comparing and contrasting) Did Revere depict the event the way it did? (making inferences)

SET 1 SLIDE 2

British Colonies in North America, 1765

The British colonies were divided into three regions.

- New England: Massachusetts, Rhode Island, Connecticut, and New Hampshire
- Middle Colonies: New York, New Jersey, Pennsylvania, and Delaware
- Southern Colonies: Maryland, Virginia, the Carolinas, and Georgia

SET 1 SLIDE 2

Colonial Government

In 1705, British citizens had the right to elect the people who governed them. British citizens living in England voted for members of Parliament, who passed laws for all of Great Britain. In the colonies, British citizens voted for an assembly. The assembly made laws, raised money through taxes, and decided how that money should be spent. Most colonies also had a governor who was appointed by the king of Great Britain. The governor's job was to make sure the colonies followed British laws. The governor could veto, or strike down, an assembly's law if it went against a British law.

In order to vote for the assembly, a colonist had to be a white male Christian who owned property. Because it was relatively easy to own land in the colonies, voting was more widespread than it was under other governments. However, Jews, slaves, free African Americans, Native Americans, and all women were barred from voting.

SET 1 SLIDE 2

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from the *Struggle for Independence* unit

CONTENT SLIDE SETS & HANDOUTS

Each unit includes sets of Content Slides and Handouts that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides and handouts in each set provide focused non-fiction content and can be used for independent, paired, or small group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation along with the handouts. For those with laptops, display the appropriate slides for student reading and discussion or reproduce the slides as needed for each episode for individuals, pairs or small groups. The handouts may also be used without the slides.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is for the slide to be available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A "reading tips" chart in PDF format (located on the CD) provides quick reminders of key reading strategies. Reproduce "reading tips" for each student or group.

Note that the slides and handouts are conveniently available in a printable format on the CD.

LITERACY AND STORYPATH

With the Storypath strategy, students deepen their understanding of major social studies concepts. Storypath provides literacy support to help students access and make sense of the social studies content. Students apply literacy skills such as reading comprehension, prewriting and writing skills, speaking and listening skills, and vocabulary development.

Reading

Content Slide Sets and Handouts present opportunities for students to engage in focused content reading. Students can use the slides and handouts to engage in shared reading or listen as a teacher or another student reads.

Colonial Exports

Most of the colonies' exports were natural resources, or useful things from the land. Imports from Great Britain were mostly manufactured goods, or useful things made by people. Britain also sent ships and soldiers to protect the colonies.

Most colonies imported more than they exported. This was good for Britain, which profited from what it sold to the colonies.

Colony	Export
New England	fish, whale products, lumber, tar
Middle colonies	grain, iron
Southern colonies	cotton, tobacco, rice, indigo (a plant that produces a blue dye for coloring fabric)

3. Identify items exported to Britain and imported to the colonies. How are these items different? (understanding visuals)

Illustration by Chris Costello. Original source: Historical Statistics of the United States, Colonial Times to 1970 by the U.S. Department of Commerce, the Bureau of Economic Warfare, Washington D.C., Government Printing Office, 1975.

Student Handout

SET 1

Slide 2

British Colonies in North America, 1765

The British colonies were divided into three regions.

- New England:** Massachusetts, Rhode Island, Connecticut, and New Hampshire
- Middle Colonies:** New York, New Jersey, Pennsylvania, and Delaware
- Southern Colonies:** Maryland, Virginia, the Carolina, and Georgia

Slide 2

Colonial Government

In 1705, British citizens had the right to elect the people who governed them. British citizens living in England voted for members of Parliament, who passed laws for all of Great Britain. In the colonies, British citizens voted for an assembly. The assembly made laws, raised money through taxes, and decided how that money should be spent. Most colonies also had a governor who was appointed by the king of Great Britain. The governor's job was to make sure the colonies followed British laws. The governor could veto, or strike down, an assembly's law if it went against a British law.

In order to vote for the assembly, a colonist had to be a white male Christian who owned property. Because it was relatively easy to own land in the colonies, voting was more widespread than it was under other governments. However, Jews, slaves, free African Americans, Native Americans, and all women were barred from voting.

STUDENT HANDOUT

the struggle for independence

3

Comprehension

Questions in each Content Slide Set help students focus on important content. Questions are labeled with suggested reading strategies.

Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

Struggle for Independence		
Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/ supporting details	Use it to find the big idea, and then identify the facts and details that support it.	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Read the text and think: "What is the 'big idea' here?" 3. Look for information that is important to the big idea. Some facts are interesting but not important. 4. The details you find may cause you to change your big idea.
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	<ol style="list-style-type: none"> 1. Think about what you want to know. 2. Choose two events or ideas to compare and contrast. 3. List important information about one event or idea. 4. For each item on the list, look for information about how the other idea is the same or different. 5. Look for clue words such as "similarly," "also," and "however."
Making inferences	Use it to understand information not stated directly in the text, or to "read between the lines."	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Look for clues in the text that give you new information. 3. Compare this new information with what you already know to figure out what the author is saying.
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none"> 1. Think about what new information you want to remember. 2. Think about what you already know. 3. Look for connections between the new information and what you already know from experience or reading. 4. These connections will help you remember the new information.
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none"> 1. Think about what information you need to find. 2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas. 3. When you find what you're looking for, slow down and read carefully.
Understanding visuals	Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines.	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Look for information that explains the visual. For example, look at labels, captions, axes, or map keys. 3. Search for the specific information you want. 4. Put the information into words to help you understand the visual.

from the *Struggle for Independence* unit

ENGLISH LANGUAGE LEARNERS AND STORYPATH

English Language Learners, or ELL, is a term that applies to students whose primary language is not English. These students are in the process of acquiring English as a way to communicate ideas and gain content knowledge. They don't yet have the tools at their fingertips that native English speakers have that allow them to easily navigate classroom activities and contribute to classroom experiences. ELL students don't lack ability; they just don't know the language.

As ELL students gain experience in an English-speaking classroom, their abilities and comfort level increase. But remember that regardless of the progress made by ELL students, new material will revert them back to beginner status simply because they do not have the same background knowledge that a student who was born here does.

There are some very basic things the teacher can do to make the classroom a place of learning for ELL students. For example, text-rich activities, without visuals, should be avoided. Visually rich activities should be commonly used, and the senses should be engaged whenever possible. Music and kinesthetic activities, such as role-playing, are excellent tools for ELL students.

Activate prior knowledge. English language learners are similar to native English speakers in the most fundamental ways: they possess a great deal of prior knowledge, and are excited about sharing that knowledge. To provide scaffolding, preteach new vocabulary and introduce concepts with visuals that relate to the subject matter. When studying another time period, it is important to connect concepts to both the present and the past.

Allow extra time for small group work. ELL students will benefit from working with partners and small groups. These situations allow students more opportunities to contribute to conversations and complete tasks. In small groups, assign ELL students a specific task to complete, and allow them extra time to complete this task if needed. When you do have whole class discussions, you might have ELL students follow this discussion by working with a partner to recap the important ideas or the assignment.

Model tasks and thought processes. Modeling makes tasks and thinking processes more concrete. For example, if students are expected to write a short poem, model the process of writing a poem. Then have them refer to the model poem as they write their own.

Develop vocabulary. Vocabulary development is key to comprehension, so preteach vocabulary whenever possible. Use illustrated word banks and vocabulary exercises that encourage interaction with words. For example, students can write the word and draw an illustration of each word in the word bank and then verbally explain how the word relates to the big ideas in the unit.

Allow use of the native language. For students who possess few English words, allow them to complete writing activities in their native language. As they learn more English, they will begin to incorporate English into their written and oral language. This validates the students' native language and their prior knowledge, and also helps bridge the gap on their way to learning—and using—their new language.

Encourage involvement in class discussions. English language learners will likely be reluctant to contribute to whole group discussions, so encourage them to contribute in a way that is comfortable for them—words, phrases, simple sentences. Make sure the classroom is a safe and supportive environment.

Modify assignments and assessments. Students can use many different modes to communicate their understanding of unit concepts. Illustrating, cutting and pasting vocabulary activities, using graphic organizers such as timelines, and completing sentence stems are all excellent and valid methods for responding to content. ELL students should also work on and present material with a partner or in small groups whenever possible. In these situations, you will gain a more valid assessment of what ELL students have learned.

Additionally, at the beginning of the school year and anytime new material is introduced, limit the number and complexity of the activities you assign. Allow students to use methods other than writing to respond to information.



Look for this icon throughout this Teacher's Handbook. This icon indicates that an activity is particularly appropriate for English Language Learners.

ASSESSMENT

Each Storypath unit offers a range of options for assessing student learning.

Portfolio Assessment

The Student Portfolio provides ongoing assessment of student understanding of unit objectives through writing and other response activities.

During Each Episode

Assessment suggestions are included throughout the Teacher's Handbook and align with the Student Portfolio. Complex thinking and problem-solving abilities are assessed as students role-play and respond to critical events throughout the unit.

EPISODE 7
PORTFOLIO
20

DATE _____

WRITING: FRIENDLY LETTER

Episode event: _____

Continue your letter writing to the same person in England. From your character's point of view, describe what happened to the shipment of tea. Include your family's response to it and tell whether or not you feel the colonists' actions were right or wrong.

Assessment: The letter is written from the character's point of view and includes accurate information about the event, an ethical issue, and the character's feelings about the event. Friendly letter format is followed.

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Struggle for Independence

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from the *Struggle for Independence* unit

CONCLUDING EPISODE 6

Write about the massacre

Tell students that they should continue their correspondence—letter writing—and describe their version of what took place at the “massacre.” Prompt this writing activity by saying that news of the event has spread throughout the colonies and across the sea. People in Britain have heard that the soldiers were attacked by a vicious mob. They want to know if this is true.

Have students write their letters onto Portfolio page 22. If time permits, read students' letters aloud. Challenge students to look for examples of information and feelings in the letters that vary from the accounts given on the Teaching Master and on Content Card 8.

ASSESS: The friendly letter

- is written from the character's point of view;
- includes accurate information about the massacre;
- describes how the character feels about the events;
- follows the format for friendly letters.

To bring closure to the episode and to set the stage for the next episode, read the following narrative to the class.

Narrative

The day after the massacre, March 6, 1770, Col. Dalrymple moved his troops from Boston to Castle William on an island in Boston Harbor. Coincidentally, on the day of the massacre, Parliament was debating if it should keep the Townshend Act taxes. On April 12, 1770, all the taxes, except the tax on tea, were repealed. Although not yet aware of the Boston Massacre, Parliament was persuaded to repeal the taxes by the other violence, protests, and particularly the boycotts. Parliament kept the tax on tea, however, to remind the colonists that it still had the right to govern them and tax them as it saw fit.

Sam Adams, a leader of the Sons of Liberty, has set up a Committee of Correspondence in Boston to keep in touch with other towns in Massachusetts and with the other colonies. News that used to take weeks to travel is now spread in days as special messengers ride day and night. They communicate news about taxes, Parliament, local gatherings, and other political news so that the towns and colonies can support each other. Committees of Correspondence have helped unite the colonies.

Discuss with students the issue of communication of the time. Ask, “What if the colonists knew that the Townshend Acts were going to be repealed? Do you think the Boston Massacre would still have occurred?”

If students want to read about communication during this time period, refer them to Content Card 3.

LITERACY

Writing and Listening

- Write a friendly letter.
- Listen with a specific purpose.

CUSTOMIZE

Speeches

Instead of writing letters, you could have students prepare and give speeches about the Boston Massacre. This activity reflects the actual history of Boston, where speeches were made even years later at events that commemorated the Boston Massacre.

PORTFOLIO
18

ASSESSMENT

46 EPISODE 6
Struggle for Independence

CONTENT CARD
C3

from the *Struggle for Independence* unit

Self-Assessment

Students have opportunities to assess their own work, such as writing and oral presentations. There are also opportunities for student reflection at the end of each episode.

EPISODE 3
PORTFOLIO
9

DATE _____

SELF-ASSESSMENT
Report on Daily Life

Use the rubric below to evaluate your report. The first column describes expectations for the assignment.

Rate yourself by putting a number in the second column.

1 = missed the mark; needs lots of work
2 = on target; met the basic requirements of the assignment
3 = outstanding work; went beyond expectations

In the last column explain why you assigned that number for that criterion.

Ideas and Content

Criteria for assessment	Rating	Explanation for rating
The content is accurate and realistic to the family created.		
The description of daily life is focused and includes relevant details.		
The relationship to Britain is included.		
Clear descriptions are included about tasks and tools/materials.		
The writing is insightful. The reader can picture daily life because of the vivid descriptions.		

Organization

Criteria for assessment	Rating	Explanation for rating
The introduction is inviting and a satisfying conclusion is provided.		
The sequence is logical and effective.		
The descriptions flow from one event to the other.		

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Struggle for Independence **13**

from the *Struggle for Independence* unit

Social Skills

A social skills master is provided to support student self-assessment and can be used at the teacher's discretion whenever students need to reflect and build on such skills.

TEACHING MASTER
T15

Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS

Social skills are an important part of belonging to a community. Use this chart to keep track of how well you work with others during this unit.

Episode: _____

Describe the group 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 really did well: _____

One thing I could do better: _____

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Struggle for Independence **73**

from the *Struggle for Independence* unit

End of the Unit

At the conclusion of the unit, synthesizing questions reinforce unit objectives. Optional synthesis activities are included to guide students to apply what they've learned. Each synthesis activity includes criteria for assessment—you decide how best to use these options.

UNIT QUESTIONS FOR REVIEW

DISCUSSING COLONIAL BOSTON AND THE STRUGGLE FOR INDEPENDENCE

Lead a discussion that reinforces the concepts and generalizations taught throughout this unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- ❶ How was living in colonial Boston similar to living in a city today? How was it different?
- ❷ How did people communicate over long distances? How did this affect the relationship between the colonies and Britain?
- ❸ What were some major concerns of people living in colonial Boston? concerns of the British government?
- ❹ If you had lived at that time, what would you have thought of the Sons of Liberty? Would you have been a friend of Sam Adams? Explain.
- ❺ Why do people resort to vigilantism? What are some other ways people can take action and make their ideas known?
- ❻ How would you describe the way the British government handled events during this time period?
- ❼ Could the colonists have remained loyal but still have asked for changes?
- ❽ If Britain had never taxed the colonies, do you think the colonies would have still become an independent nation? Explain.
- ❾ What do people look for in a government? Why were the colonists dissatisfied with their government?

REFLECTING ON COLONIAL BOSTON AND THE STRUGGLE FOR INDEPENDENCE

Students need time to reflect on their experiences and their progress through this unit. Have them respond to questions like these.

- What have I learned about colonial Boston and the events that led to independence?
- What was the most surprising thing I learned?
- What is the best work I did? Why was it good?
- What work could I have done better? How could I have done it better?
- What did I like most about working with others? What did I like least?

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Struggle for Independence

from the *Struggle for Independence* unit

SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're multimodal. They allow for variations in students' abilities as learners.

1. PORTFOLIO RESPONSE

Activity
Have students review their Portfolios and identify at least five items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolio. Why are these ideas important?
- What challenges did your character face? How did your character respond to these challenges?
- What are three costs and three benefits of seeking independence from Britain?
- What skills do you believe improved as a result of this unit? Explain why.

Criteria for Assessment
Learning objectives are demonstrated if

- the portfolio demonstrates an understanding of how the colonists lived, the effect of British rule on the colonies, the Boston Massacre, and how the colonists responded to and were shaped by the events of the time;
- the reflections are thoughtful, well organized, and clearly communicated;
- the paragraphs demonstrate appropriate writing conventions.

2. ANALYSIS OF A CURRENT EVENT

Activity
Students can locate a current event in the newspaper that they believe has similarities to events in the Storypaths. Students should

- summarize the current event. What is happening? Why is there conflict? How are people responding to the conflict? What injustices have been identified?
- list three ways the event is similar to the events in the Storypaths.
- write a paragraph offering suggestions for what the people who are involved in the conflict should do. Suggestions should be based on what students have learned from the Storypaths.

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Struggle for Independence

from the *Struggle for Independence* unit

PLANNING THE UNIT

LIFE IN MEDIEVAL TIMES

MAKE KEY DECISIONS

Make Space for the Storypath. A two- or three-dimensional castle serves as the setting for this Storypath. You will need a space for the castle—a wall space, a table, or counter space that is easily accessible. You will also need wall space to display various lists, students' characters, artifacts, and other materials that students create.

Assign Characters. You will want to decide on the roles for your students in this particular Storypath, matching particular interests and skills to the various roles. During medieval times, people were born into their station in life, and this is a good explanation to give to students when assigning them character roles. See Episode 2 for more details.

Organize Students. In Episode 1, students first work in pairs to design a castle. Then organize students into eight groups, as described on pages 16–18. Each group will be responsible for constructing part of the castle model. In Episode 2, students work in groups of two to four, with each group consisting of students who have been assigned similar roles. This grouping continues through Episodes 3, 4, and 5 as students prepare presentations on daily life in the castle and respond to a critical challenge facing the castle. In Episode 6, you may want students to stay in their role groups to prepare the celebration, although some tasks can be worked on individually.

CUSTOMIZE THE UNIT

Adapt the Unit. There will likely be many times in this unit when you will want to modify the curriculum to suit your own needs and follow the logical progression of the story. Alternative activities or special arrangements are suggested at various points during the unit to assist you in adapting the unit to meet your unique needs.

Frequently, students will provide an unanticipated twist to the Storypath, or important learning opportunities will arise. The Storypath allows for the accommodation of these special circumstances.

There are times when students will role-play the characters in the medieval story to understand a particular viewpoint. At other times, students will reflect on the events of this unit out of role so that situations can be examined and understood from the students' own perspectives. These are opportune times to help students connect their own experiences and understanding to people and events in the past.

Gather Resources. The Content Slide Sets provide a foundation of information, but you will want other resources to supplement the Content Slide Sets throughout the Storypath. In Episode 3 you will want students to develop their research skills by locating information from other resources, thus a range of resources should be available for student use. Use the list of Additional Resources found on page 70 as a starting point for gathering a variety of resources.

Develop an Understanding of Medieval Times. To take full advantage of the Storypath strategy, you most likely will want to increase your own understanding of medieval times so that you can ask guiding questions that deepen students' understanding, clarify their misconceptions, or add new information. This Storypath is loosely based on the life and times of Simon de Montfort and background information about him is included on page 71.

Connect to Other Storypaths. Complementary units include *Exploring World Cultures: The Museum* and *Life In Ancient Egypt*. For more Storypath topics go to www.teachstorypath.com.

INVOLVE OTHERS

Involve Families. Parents and other family members can serve as excellent resources for you and your students. It is possible that family members have special knowledge about medieval times or have traveled to England and have photos of castles that they could share. Castles appear in other parts of the world, so if families have photos of other types of castles, this would be a good follow-up to the unit and would extend students' learning.

Use Experts. There are often medieval societies in communities whose members recreate the arts, crafts, entertainment, food, and sports of that time. Your local college may employ a historian who specializes in this time period. Invite these experts to your celebration at the end of the story to share their expertise.

Involve the Community. Some communities have museums that display artifacts from the medieval period. Visits to museums can enrich students' experiences. These activities should be carefully timed, however, and should happen only when students are truly interested in what the museum has on display. A visit or guest speaker at the conclusion of the unit allows students to knowledgeably compare and contrast their own understanding with the new information.

Create a Learning Community. An open and supportive atmosphere is essential for students to engage in the discourse that is basic to the learning process of the Storypath approach. Students should understand the value of reflective discussions and the importance of collaborative work to deepen their understanding of complex ideas. Consequently, students should be expected to listen carefully and respond thoughtfully and respectfully to one another's ideas.

1

EPISODE

CREATING THE SETTING THE CASTLE

INTRODUCING THE CASTLE

page 15

Students view a time line and then brainstorm ideas about how castles were built.

Materials Teaching Master 1, *Time Line*, TH* p. 46
Portfolio 1, *Time Line*, p. 4

Grouping Whole class

Schedule Approximately 20–30 minutes

DESIGNING THE CASTLE

page 16

Students design castles and then choose the best design features to be used in a model.

Materials Graph or construction paper, colored markers/crayons

Grouping Individuals or pairs for each design; whole class for the discussion

Schedule Approximately 1 hour

CREATING THE CASTLE

page 16

The class creates a model of a castle.

Materials Portfolio 2, *Working Together on the Castle*, p. 5
Content Slide Sets 1–4
Additional resources about castles

For a three-dimensional model:

- table or counter space covered with white butcher paper; cardboard, cardboard tubes, boxes of various sizes; construction and tissue paper, crayons, glue, scissors, tape; fabric, toothpicks, foil, cotton balls, and popsicle sticks

Grouping Eight groups of approximately equal size

Schedule 1–2 hours but can extend over several days

CONCLUDING EPISODE 1

page 18

Students make word banks and write descriptive paragraphs.

Materials Teaching Master 2, *Descriptive Paragraph Model*, TH p. 47
Portfolio 17, *Word Bank*, p. 22

For the word banks: thick black markers and index cards or strips of paper
Pocket folders or sturdy paper to make folders (one per student)

Grouping Whole class for the word bank; individuals for the writing activity

Schedule Approximately 20–30 minutes, plus time for students to share their writing

EPISODE OBJECTIVES



- **Social Skills** *Organize, plan, and make decisions while creating a model of a castle with group members.*
- **Social Skills** *Determine an appropriate course of action to design and create the castle within a group.*
- **Critical Thinking** *Organize ideas from class discussion in new ways to design the castle.*
- **Literacy** *Research to create a castle construction plan based on research and discussion.*
- **Literacy** *Create a castle word bank.*

*TH = Teacher's Handbook

INTRODUCING THE CASTLE

AUTHOR NOTE

Activating prior knowledge

You may think that students don't know a lot about castles, but the questions below are designed to help students construct an understanding of how people in times past built a fortress. Later, they will do research to compare and contrast their designs to actual castles that were built.

TEACHING MASTER

T1

PORTFOLIO

1



Launch the unit

Tell students that they will be creating a story about a group of people who live and work in a castle in medieval times. Although medieval castles were built in many parts of the world, including Asia and Africa, this story will take place in Europe. Review with students the elements of a story: setting, characters, and plot. Explain that in this story the setting will be a castle and the characters will be the people who live and work in the castle. The story begins with creating the setting.

Describe the setting

Help students place the story in time by displaying Teaching Master 1, "Time Line" and referring students to Portfolio 1, "Time Line." Identify major events in the past. Ask students where they would place medieval times on the time line. (Responses will likely vary, which is appropriate, since medieval times were roughly between AD 500 and 1500.) The setting for this unit is England in the 1200s. Ask students to place this time period on the time line and discuss other events that were occurring around that time. Lead students to understand that medieval times were a long time ago.

Activate prior knowledge

Help students construct an understanding of how people in times past built a castle. Begin brainstorming ideas by using the questions below. Make a list of students' ideas.

- 1 What is a castle? (*Lead the discussion toward the description of castles as fortresses. These fortresses were built by rulers—kings, queens, barons, bishops, and knights—to provide protection and to remind the common people of the power and authority of the rulers. Within the castle, the rulers lived and worked and provided many jobs for people in the community.*)
- 2 Where might be the best places to build castles? (*Students may suggest: on a mountain, by a river—a place where there is natural protection from people who might attack the castle. Other answers are acceptable if students can support them.*)
- 3 What materials might be used to build a castle? (*Early castles were built of wood, but later castles were built of stone.*)
- 4 What were the best materials for building a castle at that time? (*Castles built of stone would last a long time and withstand attacks. Castle walls were up to 33 feet thick to withstand ramming and other forms of attack.*)
- 5 What might the windows be like in a castle? (*They might be small slits to help keep attackers out.*)

AUTHOR NOTE

Responding to Students

Often students will have unusual but plausible ideas about castles that provide new insights. Let those responses stand for now as students later will consider the best features for a castle and determine which ideas should be used.

AUTHOR NOTE

Student Knowledge

As students learn more about castles, they will modify their ideas and setting to reflect their new learning. At this point in the Storypath, you want to build their confidence in what they know and can imagine so they will be motivated to learn more as the story unfolds.

- ❓ How could you build a castle that would keep attackers out? (*Have students think about the availability of tools and machines at the time and how that would affect the design of the castle. Suggestions might include building the castle with stone and in a place difficult to get to or building two walls around the castle and a moat with a drawbridge.*)
- ❓ What might be found inside a castle? (*places to live and work, storage areas, a place for livestock and a garden, laundry area, blacksmith shop, and so forth*)

CUSTOMIZE

ELL In whole class discussions such as this one, encourage ELL students to

- share ideas first with partners;
- contribute words, phrases, or simple sentences;
- use visuals to make concepts more concrete;
- share their prior knowledge related to the topic;
- draw or write their ideas.

DESIGNING THE CASTLE

CUSTOMIZE

Developing Cooperative Learning Skills

If students work with partners, it may be helpful to discuss ways to share ideas, take turns, and solve problems as they negotiate the creation of their castle.

TEACHING MASTER

T11

Facilitate student work

Explain to students that they have a problem to solve: design a castle that is a safe place to live. Individually or in pairs, students should draw a design for their castle, considering the various ideas generated in the brainstorming session. Explain that once they have completed their designs, they will present the designs to the class and compile the best ideas to create a castle for the story. As students create their designs, try to restrict your role to asking questions about the various design features.

As students work together in creating the castle, you might want to use or adapt Teaching Master 11, “Self-Assessment: Social Skills,” TH page 58, to assess their collaborative skills.

Students can use graph paper or plain paper for this activity. No matter what type of paper students use, suggest that they start their drawing about two inches from the bottom of the page—then they will be less likely to run out of space if they want to add other design features.

Discuss the castle designs

Once the designs are completed, display them so that students can identify the features that they think would work best for making the castle. Have students identify the best features from their design to share with the class. This discussion should develop students’ communication skills as they explain, defend, and answer questions about their designs. Create a master list of what students believe to be the best ideas from all the designs. These ideas will be used to create the class’s model of a castle.

AUTHOR NOTE

Student Groups

Pairs work best for this particular activity, because a great deal of information must be negotiated in the design of the castle, and it is easier if just two people are working on the problem. However, you may prefer to organize students in another way.

AUTHOR NOTE

Pacing

Set a time limit for making the designs. If students invest too much time in a particular design, it will be harder later to negotiate the best features of all the castle designs.

CREATING THE CASTLE

Start the model

Before assigning students to groups, help them prepare for the creation of the setting. Explain to students that they are now going to make a three-dimensional castle based on their list of best ideas. Students will more easily visualize the castle when you or they outline the castle’s major features on a large sheet of paper. Be sure students’ ideas are used for the castle outline. This drawing will serve as a blueprint of the castle’s features.

CUSTOMIZE

Making the Castle

There are many ways to make a castle. The key point to remember is that students need to create a visual representation of the place.

Facilitate group work

Ask students whether they think castle builders were organized, with certain workers doing certain jobs, or whether workers just started doing any job. Stress the idea that such a monumental task required organization and that the students, too, will need to be organized to build their castle.

To assist group work, have students complete the first section of Portfolio page 5 “Working Together on the Castle.” This activity works best after students are assigned to their groups but before they begin constructing the castle.

The following organizational scheme is suggested; however, you may need to adjust it based on students’ design ideas. If you foresee a problem in the castle design, let it stand for now as you may later want to use it as the basis for a critical incident. For example, perhaps there are no provisions for a garden or food storage. If the castle were under siege, a food shortage could become the critical incident to be tackled.

Create eight groups and make assignments for the following tasks. Have each group meet to form a plan for construction before building their part of the model. Each group will work on a major castle feature and should add as much detail as possible. Refer students to Content Slide Sets 1–4 and other resources to ensure that their section of the castle is realistic.

Group 1 builds the natural environment.

- If the castle is at the top of a “hill,” use a sheet of butcher paper for the sides of the hill.
- Lay out the paper for students to draw, paint, or color the natural setting.
- After students have completed the natural setting, tape it to the table or counter like an apron.

Group 2 builds the outer wall.

- Tubes and cardboard work well for the outer wall.
- Students should measure and cut the sections and then add details such as stonework and windows before assembling the wall.
- One way to anchor the tubes is to flange the bottoms and tape them to the surface.

Group 3 builds the inner wall.

- Follow the same process as for the outer wall.

Group 4 builds the entrance.

- The entrance may include the barbican, gatehouse, drawbridge, or other design features. See Content Slide Sets 1 and 2 and other resources for ideas.
- This group will need to coordinate with the “outer-wall group” to ensure that features are in proportion and in the proper place.

AUTHOR NOTE

Learning Process

The castle students design and make provides a common, concrete starting point for the story. Ownership is established when students contribute their ideas to the construction of the setting and students become motivated to invest in the story’s development.

CUSTOMIZE

Expand the Setting

You could decide to have students create an adjacent village and farms. Of course, this will take more time.

CUSTOMIZE

Management Tip

Members of each group should work on their part of the castle together at their desks, not at the castle site. A group member can check on the site and with other groups to make sure proportions are correct.

CONNECT

Mathematics

You might suggest students make the castle to scale. They could estimate the height and thickness of walls and the size of rooms. For example, outer walls were often 60 feet high and 10 feet thick.

PORTFOLIO

2



CONTENT
SLIDE SETS

1–4

CONNECT

Creative Arts

After creating the main features of the environment, students can create a better sense of the place by using

- foil and tissue paper for rocky surfaces;
- tissue paper and cotton balls for foliage.

CUSTOMIZE

ELL The Content Slide Sets provide visuals that put concepts about castles in context.



CONTENT
SLIDE SETS

1
2

Group 5 builds the keep.

Use cardboard boxes of the same size and stack them; each box represents a floor of the keep. If time permits, students can add features found in each room.

Group 6 builds the stables and sheds.

Group 7 builds the chapel.

Remind students that the chapel would be quite small because larger churches were generally located in cities and towns for the larger community to use.

Group 8 builds the garden and orchard.

After the castle is complete, have students refer to Content Slide Set 1 to compare and contrast their castle with others built in the past. As students locate new information, they may want to modify their castle.

AUTHOR NOTE

Pacing

Set a time limit for creating the castle, otherwise students will most likely want to continue working for a long time. They can add to their settings when extra time permits.



CONCLUDING EPISODE 1

Discuss the setting

Once the setting is complete, ask students to look at their castle and comment on it. Here are some questions to initiate the discussion.

- What do you like about this place?
- Why do you think this castle would be a good fortress?
- How do the natural features of the setting affect the castle?
- Would you want to live in this castle?
- What were some of the challenges in constructing the castle?
- What are the benefits of all of us working together on the castle?

Create a word bank

As a whole class, brainstorm a list of words about the castle. Record the words and display them near the castle. Students might refer to Content Slide Set 2 if they want to find terms for parts of the castle. Add descriptive words and words that describe feelings about the setting as well.

Assign students from each of the eight groups to record the words on index cards and place the cards near the appropriate spots on the castle. Cards with descriptive words can be placed on the board near the castle.

Have students add these words to Portfolio page 22, “Word Bank.”

Write a descriptive paragraph

Students can write a descriptive paragraph about the castle to capture a feeling for what it would be like to live in such a place.

To help students get started, display and discuss Teaching Master 2, TH page 47, “Descriptive Paragraph Model.” Use guiding questions to help students identify important features of the paragraph.

- What does the writer do to make the description interesting to read?

AUTHOR NOTE

Vocabulary Development

Because they have constructed their own understanding about castle features and labels have been attached to those features, students will have developed a rich vocabulary for talking about their setting.

CUSTOMIZE

ELL Encourage students to illustrate the vocabulary words.



- What phrases or sentences draw the reader into the writing and create a vivid picture?
- How does the writer use the senses to create vivid descriptions?

Introduce and reinforce the writing traits of ideas, content, and word choice. (Students will continue to work on these traits as they write “medieval ballads” throughout the unit.) Students can work with a partner to brainstorm words or phrases to help them get started in organizing their writing.

When the paragraphs are completed, display them or send paragraphs home with students to share with their families and introduce the unit.



ASSESSMENT

ASSESS: The descriptive paragraphs

Ideas and content

- describe a topic related to the castle or section of castle;
- are focused;
- provide accurate information with details;
- use words describing the castle in context.

Word choice

- includes words and phrases that engage the senses—see, hear, touch, taste, smell;
- creates vivid pictures in the reader’s mind by using striking words and phrases;
- contains lively verbs that create interest and specific nouns that add depth of understanding to the topic.

Create Portfolio folders

When they complete their descriptive paragraphs, have each student make a folder with a pocket or distribute ready-made folders with pockets. At the end of the Storypath, the folder pockets can be used to hold students’ characters and other important items.

CUSTOMIZE

Writing Traits

The writing traits of ideas, content, and word choice are the focus here. There may be other writing traits that you want to focus on, so adjust as necessary.

CUSTOMIZE

Involving Families

If paragraphs are sent home, encourage students to discuss with their families their learning goals for the unit. Have students write three questions with their families to find out more about medieval times.

2

EPISODE

CREATING THE CHARACTERS THE PEOPLE IN THE CASTLE

INTRODUCING THE CHARACTERS

page 21

Students develop an understanding of people who lived in medieval times and are assigned the characters they will role-play for the rest of the Storypath.

Materials Teaching Master 3, *Character Roles*, TH pp. 48–49
Content Slide Set 3

Grouping Whole class

Schedule Approximately 30 minutes

CREATING THE CHARACTERS

page 22

Students make visual models and write a description of their characters.

Materials Teaching Master 4, *Character Biography*, TH p. 50
Portfolio 3, *Making a Character*, p. 6
Content Slide Sets 3–7 and other resources about medieval life
For the characters:

- various colors of construction and tissue paper, yarn, and fabric scraps (coarse wool, linen, felt, and silk in colors of red, green, blue, gray, yellow, brown, and black)
- colored markers, crayons, glue, scissors
- Optional: Wool fiber for hair

Grouping Students with similar jobs are grouped together.

Schedule 1–2 hours but can be done over several days

CONCLUDING EPISODE 2

page 24

Students introduce their characters to the class and reflect on roles in medieval society.

Materials Portfolio 4, *Character Introductions*, p. 7
Portfolio 5, *Active Listening Guide*, p. 8

Grouping Whole class

Schedule 1–2 hours spread over several days

EPISODE OBJECTIVES



- **Social Skills** *Organize, plan, and make decisions while creating characters.*
- **Social Skills** *Work with others to create characters appropriate to role descriptions.*
- **Critical Thinking** *Organize ideas to create unique characters.*
- **Literacy** *Listen to a description of a lord and his castle.*
- **Literacy** *Write character biographies.*
- **Literacy** *Present character introductions to the class.*

INTRODUCING THE CHARACTERS

Introduce the episode

Explain to students that now that they have their setting (castle) for the story, the next step is to create the characters. Read the following description of Lord Ramsey and his family. Explain that students must listen carefully so that they will remember who some of the characters are for their story.

CUSTOMIZE

Management Tip

You will need to decide how you want students to make the visual representations of their characters. One method is suggested in this episode, but you may have others.

Lord and Lady Ramsey

Lord and Lady Ramsey are well liked by the people who live and work in their castle. Lord Ramsey is seen as a just and fair lord, and his wife is known to have a kind heart. The Ramseys have two teenage sons and twin daughters who are a bit younger. Lord Ramsey works hard, and his castle is always organized, with food and firewood put away for the winter. Even though the castle is cold and dark, there is a warmth there because people work together, and when problems arise, the lord is quick to take care of the problems. Life is harsh in these times and people must work hard. Privacy is not known to the people of the castle as they all sleep in the great hall on pallets, except for the lord and lady and their children. They have a separate bedroom with a bed for the lord and lady.

LITERACY

Constructing Understanding

At this point, you may be tempted to go to the Content Slide Sets to have students answer these questions. However, I suggest that you use the questioning process to assist students in constructing their own understanding of life in a castle. Their responses will underscore the common needs of people regardless of time and place.

ELL Understand life in medieval times

Brainstorm a list of ideas about what everyday life was like in a castle. These ideas can then be used as a reference point as students develop their characters for their story. Use the following questions to begin the discussion. As the discussion evolves, help students understand that there were many jobs in the castle—it was like a small city with many items being made or produced on the castle grounds.

- 1 What would a family need to live in the castle? (*food, clothing, heat from fires, water, candles, furniture, cooking utensils, and other tools, for example.*)
- 2 Where would the family get the things they would need? (*Most items that were needed for the castle either were made in the castle or came from the surrounding villages and farms.*)



CONTENT
SLIDE SET

4

- ❓ Where would people get food? (*Food was grown in a garden inside the castle walls or brought in from nearby farms.*)
- ❓ What was it like inside the castle rooms? (*Students may suggest that castles were drafty and cold. Fires were built in fireplaces, and, close to the fire, it was warm. But a few feet away, it could be very cold. Thus, in the winter people dressed warmly indoors. If students ask for information about food, read Content Slide Set 4 with them.*)
- ❓ How did people use water? (*Students may suggest that water was used for cooking, doing laundry, washing utensils and other items, and bathing. If students say that people drank water, suggest they conduct research to find out whether this was true or not.*)
- ❓ What did people use for light in the castle? (*Candles were used for light. However, the castle was usually dark because candles do not give off a lot of light, and the small windows did not let much natural light into the rooms.*)
- ❓ What jobs would need to be done in the castle? (*Students may suggest cooking, doing laundry, cleaning, cutting firewood, keeping fires burning, gardening, feeding livestock, sewing, protection, and so on.*)

Assign characters

Once students have some understanding of medieval life, they are ready to place a character in that context. Use Teaching Master 3, “Character Biography,” to assign a character to each student. In so doing, consider each student’s interests and ability to develop that character’s persona. Adjust roles according to your class size and gender. As students receive their character assignments, you can explain that people in the Middle Ages were born into their positions—they had little or no choice in the matter.

Students should understand that they will each develop and be responsible for one character throughout the story. After characters are assigned, display or distribute Teaching Master 4 as a reference for students to use as they develop their characters.

Students will have to do additional research to decide on the clothing for their characters. You can refer them to the Content Slide Sets, other resources, as well as to the ideas they brainstormed.

CREATING THE CHARACTERS

Develop characters

Tell students that they will need to decide how their characters look, what they might wear, what special skills will be needed for their jobs, and the characters’ personalities. Explain that the Content Slide Sets and other resources that you have assembled will help to answer some of those questions. Students will make a visual representation and a written description of their character.

Discuss the character descriptions

Now that students are ready to develop their characters, distribute Teaching Master 4, the “Character Biography” form, to each student.

CUSTOMIZE

Discussion Point

Students should understand that medieval roles were determined by birth, not choice. A comparison between then and now could be the basis for an interesting discussion.

CUSTOMIZE

Assigning Characters

You may prefer students to choose roles and select the characters on their own. But if you assign them, you can have a range of characters—not everyone can be a knight or lord. You may also add priests to the roles, as they were important members of medieval society.

AUTHOR NOTE

Researching Ideas

By this time, students should be motivated to do this research as they will want their characters to be appropriate to the time and place.

TEACHING
MASTER

T3



CONTENT
SLIDE SETS

3–7

AUTHOR NOTE

Gender Roles

I’ve found that girls can more easily develop a male character than vice versa. Students may raise a question about gender roles. For example, could a woman ever be a knight? Discuss gender roles comparing times past with today.

TEACHING
MASTER

T4

Discuss the categories of information on the form to ensure that students understand the possibilities for each category and where they might locate information to help them complete the description. Create lists for the categories to serve as a reference throughout the process. Here are some questions to get the discussion under way.

- ❓ What names might be used in Medieval England? *(Students might wish to use names typical of that time period. An explanation of how people were named appears in Content Slide Set 3.)*
- ❓ How old might your character be? *(Discuss how age might influence how students develop their characters. For example, a young falconer might be learning how to train birds and that could help the student decide how the character might be developed.)*
- ❓ What is your job? *(Students should refer to their brief job description for now; they will elaborate on jobs in Episode 3. If students have not already discussed the various character roles, now might be a good time to discuss the jobs so that students know about the range of possible characters for their story.)*
- ❓ What words describe personality? *(Create a list for both positive and less-than-positive personality traits.)*
- ❓ Who are the people your character works with? *(Discuss the relationships among the various people in the castle. Refer students to Content Slide Sets 5–7 if they ask for examples.)*
- ❓ What skills might the people of the castle need in working with one another? *(Students may suggest such skills as cooperation, good communication, dependability, responsibility, or carefulness in doing a job.)*
- ❓ What is something special about your character? *(This question helps students elaborate on the character they are creating. Their ideas can include such things as how they came to work at the castle, something in their past that is noteworthy [knights should have no trouble thinking about this and a cook might have a special recipe to boast of], or some heroic event such as putting out a fire. Brainstorm a list of possibilities for students to consider.)*

Organize students

Organize students in groups according to their roles so that they can share ideas. Groups will vary in size because of the range of characters. Pair the lady with the lord, and the steward with the butler, as their roles are similar.

Construct the figures

Have students use Portfolio page 6, “Making a Character,” to make their figures, or provide instructions for making another type of figure. You may want to demonstrate how to make the figure and discuss the clothing options for people of that time. Refer students to the Content Slide Sets and other resources for pictures of medieval dress.

ASSESS: Character biography

- demonstrates understanding of status, job role, appropriate skills for that role, and personality;
- includes a realistic life event with details.

AUTHOR NOTE

Managing Characters

Discuss character biographies first to get students imagining their characters, followed by making their characters, and then actually completing the biography form. This progression leads students to think more deeply about who the person might be. Thus, a richer and more interesting character is created.

AUTHOR NOTE

Personality Traits

Encourage students to include at least one less-than-positive personality trait for their character as this is probably more realistic and can be woven into a critical incident as the Storypath develops.

AUTHOR NOTE

Names

Have students select names other than those in the class. This helps prevent confusion.



ASSESSMENT



**ASSESSMENT****ASSESS: The character**

- demonstrates that directions were followed for making a realistic character;
- is an appropriate size and carefully completed;
- shows evidence that research was applied in creating dress that is appropriate for job role and gender;
- includes at least two artifacts that accurately illustrate everyday life in medieval times.

CONCLUDING EPISODE 2

PORTFOLIO**4****Introduce characters**

Refer students to Portfolio page 7, “Character Introductions” to help students prepare their introductions. Let them practice their introductions within their small groups.

After students have introduced their characters to their small groups—and made and practiced any improvements they’ve thought of—have each small group introduce its characters to the whole class. Introductions should occur over a number of days to maintain interest.

As students give their introductions, listen for information that you can weave into the unit. For example, you might suggest that one of the knights is interested in one of the twins. Marrying the lord’s daughter could enhance his own prestige. Slipping this kind of information into the story’s plot builds a context for the story and provides new information about medieval times.

PORTFOLIO**5**

After each introduction, have students complete Portfolio page 8, “Active Listening Guide.” Allow students to ask questions about the characters. Ask questions yourself to stimulate students’ thinking about the characters and to elaborate on their understanding of the time and place.

Be sure to discuss the roles of the various characters and how those roles contribute to meeting the needs of the medieval castle. For example, ask, “How early do you think the cook has to get up in order to get the job done? What might happen if you (the butler) don’t get enough food for the castle?”

After the introductions are concluded, have students look at the “Active Listening Guide” and draw lines between and among characters, identifying working relationships and friendships. Display characters and their descriptions near the castle so they can be referenced throughout the Storypath.

**ASSESSMENT****ASSESS: The introduction**

- uses voice and movements to reflect character;
- is clear and includes interesting information;
- demonstrates evidence of careful preparation.

LITERACY**Speaking/Listening**

Introductions can be used to

- reinforce oral communication skills such as speaking clearly, asking appropriate questions, and listening;
- build self-confidence when speaking before a group;
- teach the cultural norms for social introductions;
- listen with a purpose.

AUTHOR NOTE**Making Sense of the Story**

Introductions engage the students. Once they see that they can ask questions about the characters, they become more interested in the process. Many of the questions require an answer “on the spot.” Two positive results are that students will:

- want their answers to make sense in the context of the Storypath
- realize that there is no right or wrong answer.

BUILDING CONTEXT

LIFE IN THE CASTLE

3

EPISODE

INTRODUCING LIFE IN THE CASTLE

page 26

Students discuss daily life in a castle.

Materials	Content Slide Set 5
Grouping	Whole class
Schedule	20–30 minutes

INVESTIGATING DAILY LIFE

page 26

Students research and prepare a presentation on daily life in the castle.

Materials	Teaching Master 5, <i>Making a Multimedia Presentation</i> , TH p. 51 Teaching Master 6, <i>Making a Diorama</i> , TH p. 52 Teaching Master 7, <i>Creating a Skit</i> , TH p. 53 Portfolio 6, <i>Planning the Presentation</i> , pp. 9–10 Content Slide Sets For the presentations (depending on student choices): <ul style="list-style-type: none">■ appropriate technology for multimedia presentations■ poster board, cardboard boxes■ art supplies such as construction paper, colored markers, crayons, glue, scissors■ textured materials such as felt, foil, and yarn■ props for skits
Grouping	Pairs or small groups established in Episode 2.
Schedule	2–3 hours

CONCLUDING EPISODE 3

page 28

In character, students make presentations to the class about daily life in the castle.

Materials	Portfolio 7, <i>Taking Notes: Daily Life Presentation</i> , p. 11 Materials for presentations
Grouping	Small group presentations to whole class
Schedule	Approximately 2 hours spread over several days

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Explain how basic human needs were met in medieval times.*
- **Social Skills** *Organize, plan, and make decisions to prepare presentations on daily life in a castle.*
- **Social Skills** *Work with others to prepare presentations.*
- **Critical Thinking** *Organize ideas in new ways in the preparation of presentations on daily life in a castle.*
- **Literacy** *Conduct research and prepare presentations on daily life in a castle.*
- **Literacy** *Create and make presentations.*

INTRODUCING LIFE IN THE CASTLE

Get started

In this episode, students will research medieval life to prepare a presentation showing what daily life was like in medieval times. Begin by reviewing the parts of the castle model. Encourage students to use as many of the words as possible from the word bank. Then briefly review the roles of the characters, asking such questions as “What does the squire do?”

AUTHOR NOTE

Speculating

The purpose of this discussion is to encourage students to speculate on what daily life might have been like and to motivate them to want to learn more about daily life. If students are misinformed, encourage them to research their ideas to see whether they are right.

CUSTOMIZE

ELL

The Content Slide Sets

provide visuals that put concepts about medieval life in context.



CONTENT
SLIDE SETS

2-6

Share ideas about medieval life

In the role of a narrator, explain that students can now put the setting and characters together and think about daily life in the castle. Use the questions below to stimulate discussion and sharing of ideas. These questions are more specific and personal than those discussed in Episode 2.

- 1 What do you think people eat for breakfast? (*Breakfast typically consisted of bread and cider or beer.*)
- 2 What time do people get up in the morning? (*Times vary, of course, but a typical worker woke at 5:30 A.M., or around daybreak, depending on the time of year.*)
- 3 What kinds of activities must be accomplished each day? (*Food must be prepared, wood must be gathered for fires, livestock and poultry must be cared for, gardens must be tended, and structures must be built and repaired.*)
- 4 What are your specific tasks for the day? (*Students should think in terms of their character. For example, the lord had to make sure that people were doing their jobs and give orders as necessary. To manage his castle, he had to be informed of all aspects of it—from the progress being made on wall repairs to how much money was being collected in taxes.*)
- 5 Castles were cold, dark, and without electricity. How did that affect people’s daily lives? (*Warm clothing, fires, and candles were necessities of everyday life. Also important, therefore, were the people who made the clothing and candles and tended the fires.*)

If they want more information about daily life or need ideas to continue the discussion, refer students to the Content Slide Sets and other resources.

CUSTOMIZE

Expanding the Discussion

As a way of broadening the discussion and relating it to today, you might ask students to compare daily life today to daily life in a castle. How are individual actions, such as going to work, similar and different?

INVESTIGATING DAILY LIFE

CUSTOMIZE

Choosing the Activity

You can select one option for all the students or change the process in any way that meets your students’ needs.

Introduce the activities

Explain that students will prepare a presentation on the daily lives of their characters. Discuss how they might present their information, selecting one of the options below.

- Make a multimedia presentation
- Make a diorama
- Create a skit

Organize the work

You may have a preferred method for organizing students' work. Here's one method that works well for activities on daily life.

Step 1 Organize students into pairs or small groups based on their characters, as they were grouped in Episode 2. That way, students can work together on the same topic—daily life for their particular characters. (Alternatively, you can have each student prepare an individual presentation.)



Once students are in their groups, review Portfolio pages 9–10, “Planning the Presentation.” Direct groups to complete the first part of this sheet—deciding on the activity they will do for their presentation. They may choose multimedia presentation, diorama, skit, or perhaps another idea you like better.

Step 2 Move on to the next part of the sheet, in which the class brainstorms the criteria for making a presentation on daily life in a castle. Guide students to include some general criteria, such as the following.

- Sources are reliable.
- Information is accurate.
- Information is carefully prepared and organized.
- Attention is given to spelling, capitalization, and grammar.



Have students copy the criteria onto Portfolio page 9, “Planning the Presentation.” Students can use the criteria to check their own work as they develop their presentations.

Step 3 Using the questions listed on the second part of Portfolio page 10, “Planning the Presentation,” students can discuss with their partner or small group how they will work together effectively. You may want to discuss the questions as a whole class to reinforce students' understanding.

Step 4 Distribute the appropriate Teaching Masters based on activities selected for the presentations. (See Teaching Masters 5–7.) Give students time to review the guide and determine jobs for each group member. Then they can conduct the necessary research and start working on their activities. You might suggest that students start with the Content Slide Sets and then expand their research to other reference books, technology resources, or the school library.



Guide student work

As students work on their activities, assist groups as needed and, when necessary, teach mini-lessons to clarify content, develop skills, or introduce and clarify new vocabulary.

AUTHOR NOTE

Discussing Assessment

I have found that as students contribute to the criteria for an activity, they

- increase their understanding of the process,
- build commitment and ownership for the outcome, and
- clarify understanding of expectations for an activity.

CONCLUDING EPISODE 3

Share presentations

When students have completed their activities, they should present their projects. Explain that students should give their presentations from the point of view of their character. If students worked in a group, they should present as a group. Refer students to the guidelines below to help them prepare their presentations. Review guidelines with students as necessary. You can also use the guidelines as an assessment checklist.

1. Decide what each person will do in the presentation—each person should have a role.
2. Keep your presentation short and to the point.
3. Speak clearly and confidently.
4. Practice your presentation.

PORTFOLIO

7



Have students take notes during the presentations using Portfolio page 11, “Taking Notes: Daily Life Presentation.”

After each presentation, give students a chance to ask questions. Presenters may need to conduct further research in order to answer some questions at a later time. Such questioning will encourage students to learn from a “need to know.” Your role is to ask questions that help students make connections and deepen their understanding of daily life. For example, students should understand the interdependence of the various people in the castle and begin to construct an understanding of the way of life.



ASSESSMENT

ASSESS: The daily life presentation

- is well organized;
- demonstrates careful research and is accurate;
- is delivered clearly and confidently;
- is delivered using dramatic expression to appropriately communicate the role of the character.

CUSTOMIZE

Venn Diagram

Students could create a Venn diagram to compare the similarities and differences between today and medieval times.

Reflect on daily life

To deepen students’ understanding of life in medieval times as compared with life today, discuss the following questions.

- ❓ How is life in medieval times similar to life today? (*Students might refer to similar needs being met, such as the need for food and shelter. Other answers might include the importance of land and fighting that often occurs because of conflicts over land ownership.*)
- ❓ How is life in medieval times different from life today? (*Students will likely refer to the different ways in which needs are met. For example, refrigeration and food processing add convenience to preparing food.*)
- ❓ How does living in a castle affect the way people interact? (*People were very dependent on each other. For example, not everyone cooked meals; a few cooked, while others performed different tasks. Also, there was little privacy. People all lived together in the castle rather than in separate homes.*)

CONNECT

Science

There are many interesting science topics related to medieval times such as medical practices, herbal medicines, and the plague. Students may want to research these topics as they learn more about medieval times. Be careful, though—don’t lose the momentum of the story as students become involved in researching these topics.

- ❓ How does your character's role affect his or her status in the castle? *(The lord, the lady, and their children had lots of status because they had the wealth and power. Knights had status because they had to prove themselves worthy of their position and were responsible for the safety of the castle. Others were considered less important because of their lower social position. Women were also considered less important.)*
- ❓ How do people today achieve status? *(Students may focus on material criteria such as amount of money, kind of job, size and location of home, and type of car. Guide students to recognize criteria related to personality, such as kindness, by asking whether there is someone in their neighborhood who is particularly kind. If so, how is he or she thought of by people in the neighborhood? Ask students whether they think this kind of status existed in medieval times. Guide students to understand that status based on person-ality and actions, in addition to material possessions, is probably basic to all human societies.)*
- ❓ Would you like to live in the castle? *(Students might respond negatively because of the discomfort typical of medieval life. For example, castles were cold and difficult to heat, they were dark because of small windows and reliance on candlelight, there was no electricity or running water, and the amount and quality of food supplies were limited, for example.)*

LITERACY

Visual Literacy

When students analyze images from the Middle Ages, they

- respond critically to nonprint information;
- draw conclusions based on artists' techniques;
- develop strategies for interpreting images.

Optional Activity: Analyzing Art

When students learn to analyze art for information, they can enhance their appreciation for both the time period and the art piece being analyzed.

Locate a picture of a painting from medieval times or use one from the Content Slide Sets. Discuss the painting with students, using questions such as the ones below to initiate discussion.

- What is happening in the picture?
- How does the artist use colors to communicate?
- What feelings are communicated through the painting?
- Does one person seem to be more important than the rest? How can you tell?
- What statement might you use to sum up the artist's goals in painting this picture? For example, an image might lead you to suggest, "Hard work keeps people healthy and happy."
- Why are paintings so important for learning about this time period?

4

EPISODE

CRITICAL INCIDENT A CHALLENGE TO THE KING

INTRODUCING THE CRITICAL INCIDENT

page 31

Students listen to a letter from the lord and role-play their reaction.

Materials Teaching Master 8, *A Letter from the Lord*, TH p. 54
Portfolio 8, *Listening for Information: A Crisis Brewing*, p. 12
Content Slide Set 7

Grouping Whole class for discussion, small group for response activity

Schedule 40 minutes

RESPONDING TO THE LETTER

page 32

The class considers how to respond to the letter and then formulates a plan.

Materials Portfolio 9, *Developing a Plan*, p. 13
Art materials based on students' plan

Grouping Students first discuss the problem as a class and then, in groups, organize their ideas and role-play a response

Schedule Approximately 1 hour, depending on how long it takes students to develop a plan and role-play various responses

CONCLUDING EPISODE 4

page 33

Students write ballads and reflect on their response to the incident and on the governance of kings.

Materials Portfolio 11, *Defining A Ballad*, p. 16
Portfolio 12, *Prewriting: The Ballad*, p. 17
Portfolio 13, *Writing: The Ballad*, p. 18

Grouping Individual, pairs, or small groups for writing; whole class for sharing and discussion

Schedule Approximately 1 hour

EPISODE OBJECTIVES



- **History** *Identify examples of change and cause and effect relationships involved in challenges to the king's power during medieval times.*
- **Social Skills** *Work with others to decide on an appropriate course of action to change the king's mind about sharing power.*
- **Critical Thinking** *Define the problem regarding the king's letter, consider possible responses, and decide on a course of action.*
- **Civic Competence** *Identify examples of freedoms, rights, and responsibilities of people in medieval times.*
- **Literacy** *Listen and respond to a letter from the lord.*
- **Literacy** *Write ballad stanzas in response to castle events.*

INTRODUCING THE CRITICAL INCIDENT

TEACHING
MASTER

T8

AUTHOR NOTE

Storyline

To prepare for this episode, read about Simon de Montfort, TH pages 71–72. Use this as background knowledge but don't share it with your students until the end of the Storypath.

LITERACY

vocabulary

- baron
- lord
- parliament

CUSTOMIZE

ELL The use of role-play here and throughout is an excellent learning tool for students.

Set the stage

Introduce this episode with a sense of drama and suspense, explaining that the lord has gone to visit the king and a letter has arrived for his wife. Ask his wife to read the letter (Teaching Master 8) aloud to the class.

Discuss the letter

Discuss terms that may be unfamiliar to students—lord (a man of high rank), baron (rich landholder), parliament (lawmaking body of the country made up of the king and the barons). Then ask questions such as the ones that follow to reinforce the ideas presented in the letter.

- ❓ What was the lord asking of the king? (*to share power by adding knights to the government*)
- ❓ Why do you think the lord thought it was important for the knights to have a say in the government? (*Students might suggest that the lord felt the knights could represent the needs of the people and that such a form of government would be more fair than the king alone having power.*)
- ❓ Why did the king not like the idea? (*He would have to give up some power to rule over the people in his kingdom, a responsibility he believed was given to him by God.*)
- ❓ Why do you think that most of the barons supported the king? (*The barons depended on the king for their land and wealth. To go against the king might make them enemies of the king and force them to give up their wealth.*)

Role-play a response to the problem

As narrator, explain that the lady has shared this letter with her sons and daughters. The maids overheard and have spread the information in the letter throughout the castle.

Have students respond to Portfolio page 12, “Listening for Information: A Crisis Brewing.” Then arrange students into groups according to their roles and have students role play their characters as though they have just heard the news. Tell students to think about how their characters might respond based on their status in the castle and on how their characters might feel about the king and the lord.

Have two students who you think are capable of role-playing the situation model this type of discussion for the class. Allow students to carry on their role-plays, first for themselves and then for the class. Follow immediately with questions that help students think more deeply about the problem. You can begin with these:

- ❓ Why would the king want absolute power? (*Students might suggest that he liked power and that he would not be able to live the way he wanted to live without it.*)
- ❓ What do you think the king values? (*Students will likely suggest power and wealth.*)

PORTFOLIO

8





- ❓ What does the lord value? (*Possible answers include fairness, justice, freedom, and the safety of the people in his charge.*)
- ❓ Why might the barons support the king? Why might they not support the king? (*Barons might support the king because their wealth depended on their loyalty to the king. Some barons might not support the king if they share the lord's feelings to the same degree.*)
- ❓ Why might different people of the castle respond differently to the letter? (*Responses might depend on how satisfied people are with their role at the castle and how satisfied they are in general. People who feel unfairly treated by the government will be more likely to agree with the lord. Also, people might tend to agree with the person for whom they feel the strongest loyalty and fondness.*)

During the discussion, interweave information about how England was governed in the 1200s. Refer students to Content Slide Set 7. Be sure they understand that the common people had no say in the government. To suggest that knights should be added to the government or to the king's council was a revolutionary idea. These are important understandings for this Storypath.

CONNECT

History

This is an ideal opportunity to compare and contrast our representative government to the feudal system.

RESPONDING TO THE LETTER

Advise the lord

Tell the class that they need to think about a plan that the lord might use to change the king's mind. As a class, brainstorm a list of ideas of what the lord might do. Possible ideas include

- Fight the king; lead a revolt.
- Flee to another country.
- Hide from the king.
- Try to get others to support the idea and appeal to the king as a group.
- Along with the lord's knights, ask the king to reconsider.
- Threaten the king with the loss of more power by means of a revolt.

Evaluate ideas

Once a list of ideas has been generated, evaluate the ideas using questions such as

- What would happen if that idea was followed?
- Is transportation easy from one place to another? How does transportation affect that idea?
- How do people communicate? Are there copiers, mailboxes, or telephones? How will communication affect that idea?
- Can everyone read a message from the lord?
- What risks are involved if that plan is followed?
- Who were the most powerful people in medieval times?

Let students decide on the best idea. It is likely that they will suggest going to war against the king. If that option is chosen, have students consider the costs, and suggest that maybe another option should be tried first, especially since they will need to create support for the lord's viewpoint.

PORTFOLIO

9



Develop a plan

Organize students so that each student contributes to developing the plan. Have students complete Portfolio page 13, "Developing a Plan" and discuss students' ideas. Based on the best ideas, have students follow through. The organization of tasks will depend on which plan is being developed. For example, students might decide to persuade the barons or the masses to support the lord. Speeches would need to be written to explain the issue and support the lord's point of view. A petition might be sent to the king and the barons trying again to persuade them to accept the lord's point of view. Travel to the court would have to be arranged. Maybe the king will be invited to come to the castle. Then preparations for the king's visit must be undertaken. Some of the less important characters probably will have less active roles, but those students should be fully involved in the planning process.

AUTHOR NOTE

Flexibility

Once the role-play is underway, other situations may emerge that are logical to the Storypath. These should be woven into the Storypath as appropriate.

Conduct the role-play

Once the plan has been developed, students should role-play the plan. Be sure everyone knows the characters they are playing. Your role is that of narrator—to move the drama along, present needed information, or ask questions to help students elaborate on the role-play.

You may need adults to play the roles of the king or the barons. Brief them on their roles. The king at this point should be unwilling to concede to the lord's demands. Some of the barons may decide to support the lord; others may remain loyal to the king.

The outcome of the role-play is that the king lays siege to the castle. This action is introduced in Episode 5. However, you may have to provide some narration to the story in order to connect the role-play to Episode 5. For example, if the role-play involved sending a message to the king, you might say, "Upon receiving the petition, the king became outraged. 'I must put a stop to this,' he roared, pounding his fist on the table."

AUTHOR NOTE

Learning Process

As much as possible, you will want the students to make their own decision about the best idea, guiding them with questions and information where necessary.

CUSTOMIZE



Students can sketch pictures to represent the big ideas in their plans.

CONNECT

Drama

This is a good opportunity to practice with students strategies to dramatize their role-play.

- Use voice to convey feeling of the character.
- Use body language to communicate.

CONCLUDING EPISODE 4

CONNECT

Music

Students can put their ballads to music with the help of the music teacher or on their own. Simple melodies work well for ballads.

Write a ballad

Refer students to Portfolio page 16, "Defining a Ballad," and have them read and discuss how ballads were a form of communication in medieval times. Have students then analyze the ballad on Portfolio page 16 and discuss. Review the writing traits of ideas and content, word choice and voice on Portfolio page 17, "Prewriting: The Ballad." Have students write ballads working individually, with a partner, or a small group to tell about

PORTFOLIO

11-12





ASSESSMENT

the events of Episode 4. Students can write their ballads on Portfolio page 18, “Writing: The Ballad.” Once students have completed their ballads, share their “stories.”

ASSESS: The ballad stanzas

- have two stanzas rhyming.

Ideas and content

- describe a focused situation from the episode and include the characters involved.

Word choice

- uses strong feeling words;
- creates vivid pictures in the reader’s mind by using striking words and phrases;
- creates interest with lively verbs;
- adds depth of understanding to the topic with specific nouns.

Voice

- is told from the character’s point of view;
- engages the listener.

Reflect on the experience

Use questions such as those that follow to discuss the events of Episode 4 and to reinforce student learning.

- Do you think the response to the king is a good one? Why or why not?
- What risks are involved in following this plan?
- Do you think the lord was courageous? Why or why not?
- Do you think it’s a good idea for nations to be ruled by one person or a monarchy? Why or why not?
- What do you think might happen next in our story?

AUTHOR NOTE**Locating ballads**

There are wonderful resources on ballads; however, sometimes the topics are inappropriate for students or the language is too difficult. Be selective if students are to search the Internet or other resources for examples.

CONNECT**Vocabulary**

- ballad
- monarchy
- stanza

CRITICAL INCIDENT

THE SIEGE

5

EPISODE

INTRODUCING THE CRITICAL INCIDENT

page 36

Students role-play a response to the news that the castle will soon be attacked.

Materials	None
Grouping	Whole class
Schedule	Approximately 15–20 minutes

PREPARING FOR THE SIEGE

page 36

Students report to the lord about their preparations for the impending siege and add another stanza to their ballads.

Materials	Teaching Master 9, <i>The Impending Siege</i> , TH p. 55 Portfolio 10, <i>Preparing for the Siege</i> , pp. 14–15 Portfolio 15, <i>The Ballad Continues, Part 1</i> , p. 19 Content Slide Set 8 <ul style="list-style-type: none">■ Six large sheets of chart paper; art supplies
Grouping	Whole class followed by students in groups the same as in Episode 3, with squires and knights working in pairs; individuals, pairs, or small groups for ballad writing.
Schedule	Approximately 2½ hours

EXPERIENCING THE SIEGE

page 39

Students listen to a narrative of the siege and discuss it.

Materials	Teaching Master 10, <i>Siege Narration</i> , TH pp. 56–57
Grouping	Whole class, individual writing activity
Schedule	Approximately 30 minutes

CONCLUDING EPISODE 5

page 39

Students reflect on the siege and then add to their ballads.

Materials	Portfolio 15, <i>The Ballad Continues, Part 2</i> , p. 20
Grouping	Whole class for discussion; individual ballad writing
Schedule	Approximately 1 hour

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify ways groups address similar human needs and concerns when faced with conflict.*
- **History** *Describe how people of medieval times viewed the world and make comparisons to today.*
- **Social Skills** *Organize, plan, and make decisions to prepare for a siege.*
- **Social Skills** *Work with others to decide on an appropriate response to the siege.*
- **Critical Thinking** *Define issues related to the siege and people's response to the siege.*
- **Literacy** *Use specialized vocabulary to understand and communicate concepts related to a castle siege.*
- **Literacy** *Write ballad stanzas in response to castle events.*

INTRODUCING THE CRITICAL INCIDENT

AUTHOR NOTE

Set the stage

Set up a role-play where either you or another person plays the role of a messenger. With drama and suspense, breathlessly ask to speak to the lord of the castle. Explain that you have come from the king's court and you know that the king is planning to lay siege to the castle because the lord is challenging the king's power and authority. Be sure everyone understands the concept of siege. (During medieval times, a siege not only was a military blockade of a place to force it to surrender but also included periodic attacks.)

As narrator, ask the lord to summon the people of the castle to discuss the impending siege. Remind students that they should play the roles of their characters—remembering their status in the castle—and respond to the lord's news.

Responding to Students

Prompt students as necessary to assist with the role-play. Narrate to move the story along so that preparations for the siege can begin.

PREPARING FOR THE SIEGE

Plan for the siege

Discuss with students what preparations need to be made for the siege. Create charts to record student ideas and to use as a reference throughout the episode. Possible headings for the chart include Castle Features for Protection, Other Ways to Protect the Castle, Provisions Needed, Methods of Attack, Methods of Protection, and Tasks to Be Done. Once the discussion has begun, students may discover that they need to do additional research to find out about what to do to prepare for the siege. Direct them to Content Slide Set 8 and other resources.

Use questions such as the ones that follow to guide the discussion.

- 1 Looking at our castle design, what protections are already in place? (*possibly inner and outer walls, a moat, and a location on a hill*)
- 2 What needs to be done to further protect the castle? (*Students might suggest constructing other walls and towers, but remind them of the amount of time required for these projects. They would likely not be completed in time. Fortifying the castle with sandbags, training more people to defend themselves, and planning an escape route might be better suggestions.*)
- 3 What provisions do we need for the castle? (*food, water, candles, firewood, and so on*)
- 4 What methods might be used to attack the castle? (*knights on horseback, foot soldiers, crossbows with fire-tipped arrows, catapult, attacking at dawn, using a river to transport supplies and soldiers*)
- 5 How can we protect ourselves from these methods of attack? (*send out scouts for early warnings, barricade the entrances, guard the river, pour hot oil on attackers near the walls*)
- 6 What tasks need to be done to get ready for the siege? (*gather provisions, train people for defense, plan and construct an escape route*)



CONTENT
SLIDE SET

8

Explain that the lord and lady will assign a task to groups of characters in preparation for the siege.

Assign tasks

Have the lord and lady look at the charts and decide what must be done—you may want to assist, but if possible, let them tackle the problem on their own. They should assign tasks for each group of characters based on what would be logical to the characters' roles. Because there are many knights and squires, suggest that they work in pairs to research the various attack weapons and ways that the castle could be defended. Each group should make a report to the lord and lady about their task. Use Portfolio pages 14–15, “Preparing for the Siege,” to guide students with their tasks. Possible tasks include

- providing food
- providing water
- providing for the animals in the stables
- gathering and making weapons
- protecting against fire
- providing for spiritual support
- protecting women, children, and older people
- planning strategies to protect the castle against the following tools and methods of attack:

trebuchet (hurled projectiles like a catapult)

belfry (a huge wooden tower for looking over castle walls)

tortoises (a wheeled shelter that could be slowly rolled to the castle walls)

mantlet (a portable barrier that provided protection for archers)

smasher (a battering ram, usually a tree trunk hung from a frame to smash against the door)

mining (digging a tunnel under the castle wall)

If students want examples of these tools of attack, refer them to Content Slide Set 8 and other sources.

Report to the lord

In character, students report on their task to the lord—and the rest of the class. Remind the lord that he should solemnly receive the reports and ask questions if appropriate.

Display the reports and any models that are made.

ASSESS: Student reports

- show evidence that their information (list, description, picture, or model) is based on their research and is accurate;
- demonstrate careful preparation;
- are confidently presented to the lord.



CUSTOMIZE

Problem Solving

Students may overlook an important aspect of preparation. Weave in this oversight once the siege is underway as another problem to be tackled. For example, if extra water was not provided for, tell the students during the siege that the water supply is running low and ask them what they will do.

CUSTOMIZE

ELL Encourage students to illustrate the vocabulary words.



ASSESSMENT

CUSTOMIZE

Organizing Students

Weapons and defense strategies will likely be very interesting to students, so you may want to have everyone determine the provisions for food, water, animals, and women and children. Then organize small groups to report on individual weapons and methods of defense.

LITERACY

Vocabulary

- belfry
- mantlet
- mining
- smasher
- tortoises
- trebuchet

AUTHOR NOTE

Pacing

You will want to move this process along so that the story's plot doesn't become lost in all the activities. In the role of narrator, maintain a sense of urgency and suspense as students prepare their reports.

Write about the impending siege

Ask students, in the roles of their characters, to reflect on how their characters might feel about the siege. Display and read, Teaching Master 9, “The Impending Siege,” TH page 55. Discuss how the groom feels and underline words that could be used in writing a stanza for a ballad. Have students write a stanza to add to their ballad following the steps described below.

Step 1 Brainstorm a list of words describing how the various characters might feel about the siege. It’s possible that some characters will look forward to the challenge of a siege (knights). Encourage students to consider the range of possible feelings.

Step 2 Create a list of previous experiences that the characters might have had that would provide information about what to expect. The list might look something like this:

- previous sieges, especially for knights and older people in the castle
- stories told by elders about sieges
- visitors from other places telling about sieges
- response to the messenger’s words

Step 3 Discuss with students how their characters’ roles in the castle might be affected by the siege. For example, women and children will be hidden away while others will have to help defend the castle. Some will have to be in the towers dodging arrows while others will be putting out fires or heating hot oil.

Students write a draft of another stanza for their ballads, revise and then write their stanza on Portfolio page 19, “The Ballad Continues, Part 1.”

ASSESS: The ballad stanzas

- have at least one stanza with rhyming.

Ideas and content

- describe the impending siege and relate to the character’s role.

Word choice

- uses strong feeling words;
- creates vivid pictures in the reader’s mind by using striking words and phrases;
- creates interest with lively verbs;
- adds depth of understanding to the topic with specific nouns.

Voice

- is written from the character’s point of view;
- describes how the character feels about the situation.

CURRENT EVENTS

People at War

Help students make connections, as appropriate, to people today in war-like experiences to build empathy and understanding for the human response.



ASSESSMENT

PORTFOLIO

15



EXPERIENCING THE SIEGE

TEACHING
MASTER

T10

Respond to the siege

Read the description on Teaching Master 10, “Siege Narration,” to the class. You may want to write your own or adapt the one that follows to incorporate the specific preparations that students have made and the design and location of the castle. One caution: None of the characters should die in the description. Students become attached to the characters and addressing death and grieving is not the purpose of this Storypath. Furthermore, if one of the characters is killed, that student no longer has a role to play in the Storypath.

Reflect on the siege

After reading through part of the narrative, you may want to have students discuss the action in character, focusing on characters’ roles during the siege.

ASSESS: The discussion of the siege

- includes responses that appropriately consider the roles of the characters;
- demonstrates understanding of the siege and its impact on the castle and people.

Respond to the news

When you’ve finished reading the narrative to the class, ask the lord to call the people together to announce that the siege is over. Tell the class that they should think about how their characters will respond to the announcement. Tell the lord to think about what he will say to his people. Allow students time to think about their response so they can be ready for the role-play.



ASSESSMENT

CUSTOMIZE

Responding to the Narrative

You may have other strategies for responding to the narrative, such as drawing the castle under attack or a writing activity such as a letter home to their families. Students should realize and communicate the awfulness of such an event.

CUSTOMIZE

Weaving in Information

You could weave in information about the squires accompanying the knights to battle and performing well. Then in the concluding episode a knighting ceremony could be conducted.

CONCLUDING EPISODE 5

Reflect on the experience

Use questions such as the ones that follow to reflect on the episode.

- Thinking about how your character responded to the siege, do you think people would respond in the same way today as they did then?
- How do you think people’s roles in the castle affected their response to the siege?
- Do you think people today would respond differently because of their jobs and place in society? For example, how does the president respond to war compared to how soldiers respond? Are their responses the same or different? Why?
- How did the people work together during the siege?
- Why do you think the lord was willing to fight the king?
- Movies often glamorize battles. What did people really experience during such attacks?



ASSESSMENT

Have students write about the siege by adding another stanza or two to their ballad. Have students add words to their word banks and then refer them to Portfolio page 20, “The Ballad Continues, Part 2.” Remind them to draft and revise before finalizing their stanza.

If time permits, have students share their ballads. Add music, if appropriate.

ASSESS: The ballad stanzas

- have at least one stanza with rhyming.

Ideas and content

- describe the siege and relate to the character’s role.

Word choice

- uses strong feeling words;
- creates vivid pictures in the reader’s mind by using striking words and phrases;
- creates interest with lively verbs;
- adds depth of understanding to the topic with specific nouns.

Voice

- is written from the character’s point of view;
- describes how the character feels about the siege.

CONCLUDING EVENT

A CELEBRATION

6

EPISODE

INTRODUCING THE CONCLUDING EVENT

page 42

Students consider ways celebrations were held in medieval times.

Materials	Content Slide Set 9
Grouping	Whole class
Schedule	Approximately 20–30 minutes

PLANNING AND PARTICIPATING IN THE CELEBRATION

page 42

Students celebrate the end of the siege.

Materials	Content Slide Set 9 Depending on the students' specific plans, the following materials may be needed: <ul style="list-style-type: none">■ art supplies, including paper grocery bags (for capes) and cardboard (for knights' shields)■ food■ music
Grouping	Small groups for planning; whole class for celebration
Schedule	1–2 hours, spread over several days

CONCLUDING EPISODE 6

page 44

Students reflect on the experience, write the last stanza of their ballads, and listen to the story of Simon de Montfort.

Materials	Appendix, <i>Simon de Montfort Narrative</i> , TH pp. 71–72 Portfolio 16, <i>The Ballad: The Last Stanza</i> , p. 21
Grouping	Individuals for writing; whole class for discussion
Schedule	1 hour

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Participate in stories, music, and other artistic expressions of medieval times.*
- **Culture/Social Interaction** *Identify ways in which people in medieval times celebrated.*
- **Social Skills** *Work with others to plan and organize a medieval celebration.*
- **Critical Thinking** *Organize ideas in new ways for the medieval celebration.*
- **Literacy** *Write a ballad stanza in response to castle events.*

INTRODUCING THE CONCLUDING EVENT

Introduce the episode

Explain to students that now that the siege is over, the lord is calling for a celebration. Students will need to plan and role-play a suitable celebration for medieval times. Questions such as those that follow will get students thinking about what they could use for the celebration and what part they might play in it.

You can refer students to Content Slide Set 9 for more information, but you should first give them a chance to speculate and brainstorm answers.

- ❓ What kind of food might people have eaten in medieval times? *(Though daily foods consisted largely of cheese, bread, and ale or cider, feasts brought out a much greater variety that included meat, fish, fruits, vegetables, and sweets. Some particular dishes, however, were unusual by today's standards; for example, boar's head with brawn pudding, stuffed quarter of bear, and squirrel stew.)*
- ❓ What kind of entertainment would there be? *(singers, musicians, poets, storytellers, jugglers, and jesters)*
- ❓ What role might the priest have had in a celebration such as this? *(You may or may not want to discuss this depending on your setting; however, the role of priests in medieval times was very important and omitting it leaves out an important dimension of this time and place.)*
- ❓ How would the great hall be arranged for the celebration? *(The lord and lady and other important people would be at the head table with chairs; the rest would be at tables with benches. These tables might be arranged along the sides of the room.)*
- ❓ Would there be any special ceremonies? *(The lord could make a speech, squires could be knighted, or knights could be awarded special gifts.)*
- ❓ What kind of decorations might they have in medieval times? *(Bowls of fruit and vegetables might adorn the table along with flowers and boughs of evergreen and candles. You may want to omit this aspect if gathering these materials becomes too complicated. Also, check to be sure that rules allow lighting candles in the school.)*

CUSTOMIZE

Management Tip

You can make this celebration as elaborate or as simple as you want. Plan for a suitable time and any special guests to be invited. If possible, invite members from a medieval society to demonstrate medieval crafts and entertainment.

AUTHOR NOTE

Serving Medieval Meals

For the celebration, I brought bread to use as trenchers. Lord Ramsey's family used plates.

CUSTOMIZE

Holidays

There are many different holidays throughout the year. You might want to use the holiday as a focus for the celebration.

AUTHOR NOTE

Connecting Events

Ideally you'll be able to weave in events from earlier in the Storypath. For example, the students might have decided that one of the twins would marry a knight. Their engagement could be announced at the celebration.

PLANNING AND PARTICIPATING IN THE CELEBRATION

Organize groups

As before, organize groups according to their roles or let students select the tasks they want to work on. The following organizational scheme works well for planning the celebration, but you may have another scheme that will work equally well.

Refer students to Content Slide Set 9 for information to help students make their plans.



CONTENT
SLIDE SET

9



CONTENT
SLIDE SET

9

Planning the Celebration

Groups	Tasks
Lord and Lady	Plan the speech and the order of events; will need to coordinate with other groups in the planning process.
The Sons	Write a ballad about an event in the Storypath to be sung at the celebration.
The Twins	Write poetry to commemorate the siege and celebration.
Steward, Butler, and Cooks	Plan the food, and instruct the class in table manners and other dining customs.
Maids and Grooms	Create clothing to be worn. A jagged-edged cape was worn by the men of the castle. Take a grocery bag and crumple it so it is soft and bends easily. Measure and cut the cape to fit. Optional: Suggest other clothes that could be worn for the celebration, adapting clothing students could bring from home.
Squires	Plan a knighting ceremony.
Knights, Armorer, and Blacksmith	Create coat-of-arms to be attached to knights' shields.
Priests	Write and deliver a blessing for the people of the castle.
Teachers	Arrange the room for the celebration, including decorations.

Celebrate

Have students celebrate and share their ballads in role, according to their plans. Before the celebration, you may want to discuss appropriate behavior. Stress the importance of staying in role to fully appreciate and enjoy the celebration.

CONCLUDING EPISODE 6

Reflect on the Storypath events

Have students write the final stanza for their ballads reminding them that “future generations” will carry forward their tales of adventure through song. Consider how they can bring closure to the ballad by writing a stanza that creates a satisfying ending to the ballad. The stanza(s) should “tie up the events.” Explore with students possible endings and then have them write their stanzas. Remind them to draft, edit and revise before writing the final copy on Portfolio page 21, “The Ballad: The Last Stanza.” Share as time permits.

PORTFOLIO

16



ASSESSMENT

ASSESS: The last ballad stanza

- has rhyming.

Ideas and content

- describe an ending;
- relate to the character’s role.

Word choice

- uses strong feeling words;
- creates vivid pictures in the reader’s mind by using striking words and phrases;
- creates interest with lively verbs;
- adds depth of understanding to the topic with specific nouns.

Voice

- is written from the character’s point of view;
- describes how the character feels about the ending of the story.

If time permits, have students share their stanzas and discuss the celebration using the following questions.

- Why are celebrations important to communities?
- What did you like best about our celebration?
- How were celebrations in medieval times different from those today?
- How are they similar?

Simon de Montfort Narrative

Now that the students have celebrated their castle community, you can read and discuss the narrative about Simon de Montfort, England's "father of the House of Commons." Discussion questions follow the narrative. This narrative can be found as an appendix on pages 71–72 of this Handbook.

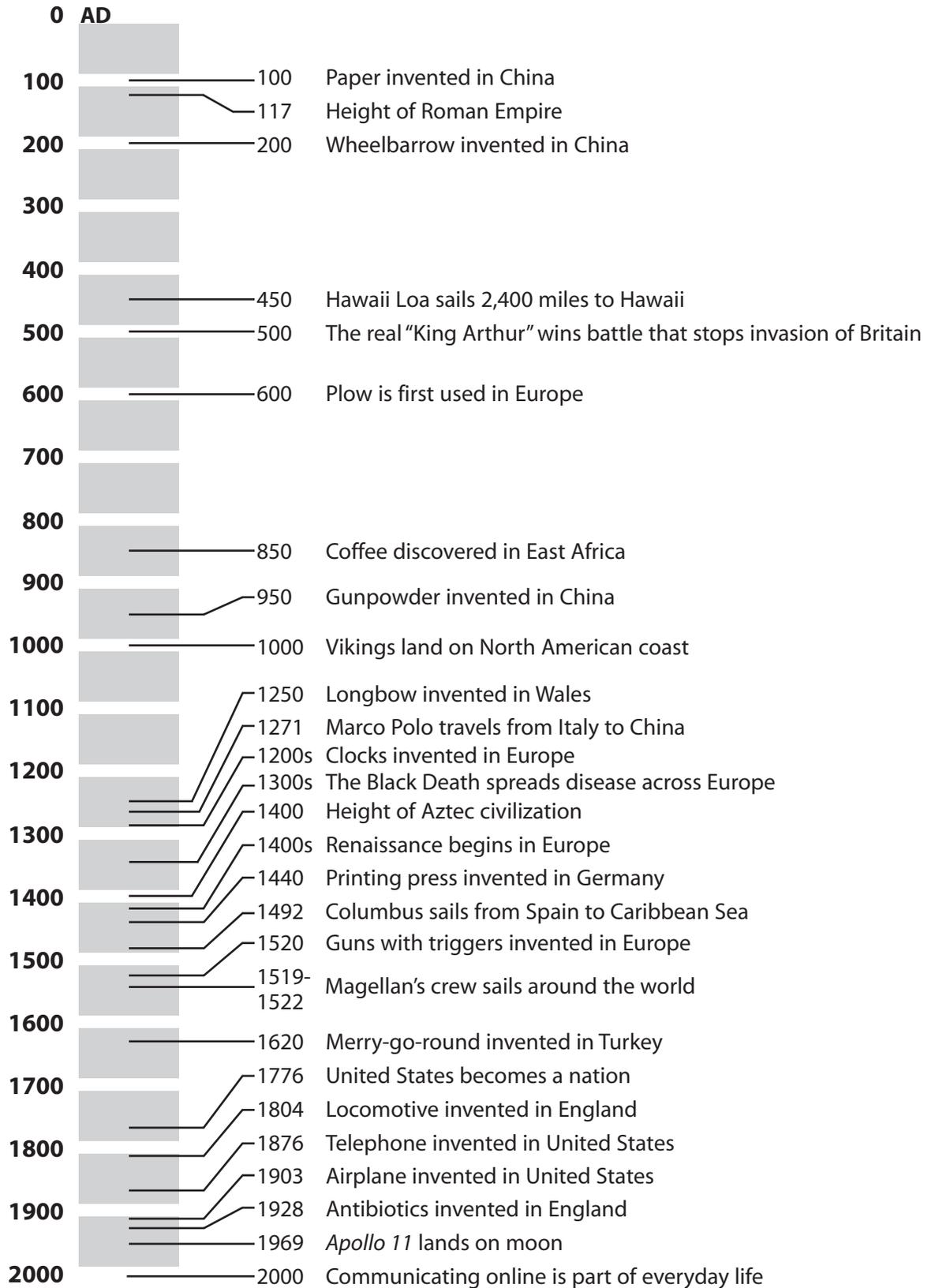
Preparing for the synthesis of students' learning

Students have investigated life in medieval times. They have built an understanding of daily life in a castle and how conflict interfered with that life. The meaning of their role-playing was heightened by the fact that their Storypath was based on realistic events.

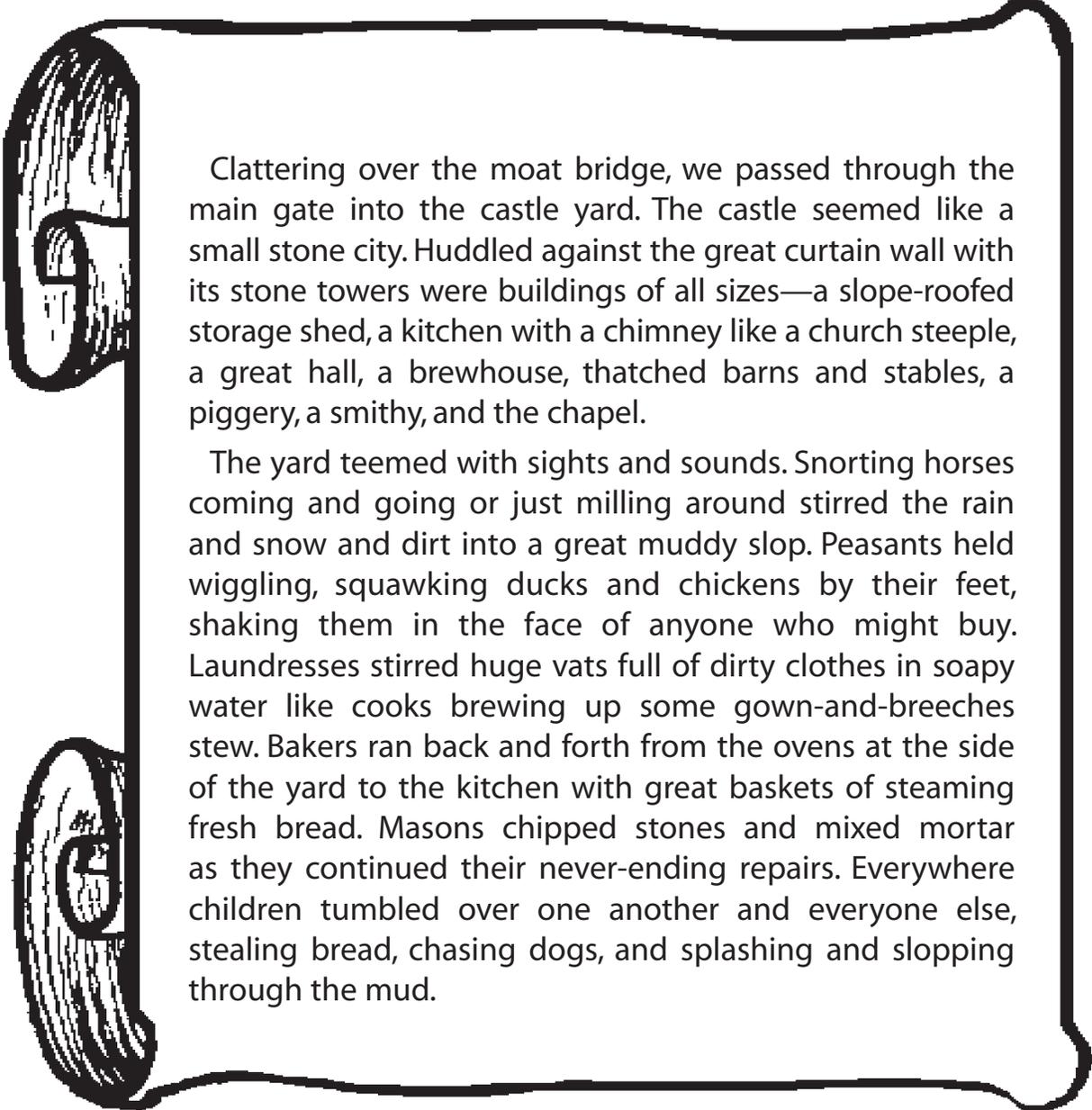
The next step in learning is the synthesis of students' experiences. Synthesis activities give students the opportunity to demonstrate the level of their understanding and help you assess what they have learned. You will find a selection of synthesis activities on pages 60–61 of this Handbook.

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.

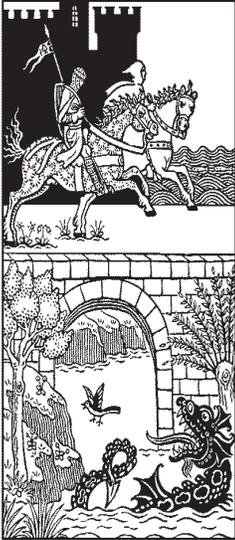
Armorer

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

Blacksmith

This person makes tools and horseshoes out of iron.

Name _____ Date _____



Steward

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

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.

Butler

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

Knight

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

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.

Squire

This is a young person training to be a knight.

Servant

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

Maid

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

Priest

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

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:



UNIT QUESTIONS FOR REVIEW

DISCUSSING THE MEDIEVAL CASTLE

Lead a discussion that reinforces the concepts and generalizations taught throughout the unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- ❓ How was a castle built to be a fortress?
- ❓ How was living in a castle like living where you do today? How was it different?
- ❓ What factors affected how people acted in medieval times?
- ❓ What were some major concerns of people during medieval times?
- ❓ How was life in medieval times different from and similar to life today?
- ❓ What did “wealth” mean in medieval times?
- ❓ What conflicts may arise over the issue of sharing power?
- ❓ How do people make decisions and choices when faced with these conflicts?

REFLECTING ON THE MEDIEVAL CASTLE

- What have I learned about castles and medieval times?
- What was the most surprising thing I learned about castles and medieval times?
- What is the best work I did? Why was it good?
- What work could I have done better? How could I have done it better?



SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also powerful assessment tools for you because they're multimodal. They allow for the variances in students' abilities as learners.

1. PORTFOLIO RESPONSE

Activity

Have students review their Portfolios and identify at least five items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolio. Why are these ideas important?
- What have you learned about life in medieval times? What in your portfolio best demonstrates that learning?
- What challenges did your character face? How did your character respond to these challenges?
- What skills do you believe improved as a result of this unit? Explain why.

Criteria for assessment

Learning objectives were demonstrated if the portfolio shows

- an understanding of life in medieval times;
- an explanation stating why each item was selected and its importance for learning;
- at least one challenge with a clear explanation of how the challenge was met;
- thoughtful reflections that are well organized and clearly communicated;
- paragraphs that demonstrate appropriate writing conventions.

2. CREATE A CHART COMPARING MEDIEVAL TIMES TO TODAY

Activity

Directions: Make a chart that compares life in medieval times to life today. Choose five topics from the list that follows. You can either write about the five topics or draw pictures to show comparisons between life in medieval times and life today.

food	education	government
animals	entertainment	soldiers
shelter	conflict	jobs
clothing	customs	beliefs

Criteria for Assessment

Learning objectives are demonstrated if the chart

- includes at least five topics for which comparisons are made;
- includes writings or drawings that communicate important concepts;
- conveys knowledge of life in medieval times and how it compares to that of today;
- is well organized and carefully prepared.

3. INTERPRET PICTURES FROM MEDIEVAL TIMES

Activity

Directions: Look at two pictures in the Content Slide Sets.

- For each picture, tell what you think is happening. Write a paragraph for each picture.
- Write a caption for each picture. The caption should be a complete sentence, but it should be different from the sentences you already wrote.
- We have learned many new vocabulary words. Identify four items in the picture. Write the word for the item and tell what it is. For example, in one picture there might be a turret, which is a round tower.
- Select one of the pictures and draw a modern-day version of it.
- Include at least five details in your picture.

Criteria for Assessment

Learning objectives are demonstrated if the student's work

- includes at least two specific examples in each picture that show knowledge of the time period;
- includes captions that clearly relate to the pictures;
- accurately identifies four medieval items, including labels and definitions;
- includes a modern example of the activity in one of the pictures;
- includes at least five specific items that have a direct relationship to medieval times.

CUSTOMIZE

Choosing Pictures

You can choose the two pictures from the Content Slide Sets you'd like your students to evaluate. Or consider bringing in other images from other books.



EXTENDING STUDENTS' EXPERIENCES

INVITING A GUEST SPEAKER

Students further explore the world of medieval England through the information provided by an expert.

Materials None
Grouping Whole class
Schedule 1–2 hours

A variety of guest speakers may be available to enrich your students' experience with this Storypath. Local high schools and universities may have experts in medieval history. Perhaps they could bring some interesting artifacts when they visit the class. Many communities also have fairs and other entertainment facilities with a medieval theme. Such places may have people available who can visit your classroom in character.

To prepare for the guest, have students write specific questions they could ask. Compile the questions and suggest students pick the most interesting ones to ask.

CUSTOMIZE

Prepared Questions

Prepared questions are fine to have as guides and springboards, but encourage students to ask other questions that arise naturally from the discussion.

VIEWING A MOVIE

Students view a popular movie about medieval times and compare it to their research.

Materials Popular movie video/DVD about medieval times
Grouping Whole class
Schedule 2–3 hours

Students can further explore medieval times by viewing a movie. Choose a popular movie about this time period, such as one about Robin Hood. As they watch the movie, have students identify vocabulary mentioned in the movie that they have learned about in the Storypath. Afterwards, students can compare the actors' use of these terms with the meanings students have learned from their research. Students can compare other aspects of the movie to the information they've learned. Begin a discussion with these questions:

- What was the movie about?
- Who were the characters? What did we learn about them?
- How accurate was the movie? What artistic liberties were taken?
- How would you have changed some of the scenes to make them better or more accurate?
- Would our Storypath make a good movie? Why or why not?

BACKGROUND INFORMATION

LIFE IN THE MIDDLE AGES

Life in medieval times was not easy, especially for the serfs and peasants. Most people lived in the country or in small villages. Almost all the villagers contributed to the production of food. They had to get up very early in all kinds of weather to plow the fields, sow the seed, and harvest the crops. Farm work was done with simple tools and a few animals, such as oxen, to pull the plows. Unless they were off fighting a war, peasants were tied to a particular place—village, abbey, manor, castle—and to their work.

THE FEUDAL SYSTEM

Government was organized around the feudal system. In this system, the king was supposed to own all land. In order to maintain influence and pay for armies, the king parceled out the land to powerful lords in return for their allegiance. The lords, in turn, divided some of their land among knights in exchange for service. Peasants worked the land, paying crops and taxes to the landowners. Knights and peasants had no voice in the government. They were ruled by the barons (wealthy lords) and the king. Several factors in the fourteenth and fifteenth centuries led to a shift away from feudalism.

- The years that followed the Black Death (1360's) were difficult, even for hardy medieval people, and resulted in a series of peasant revolts that challenged the power of the lords.
- The importance of the lord's castle was declining. With the invention of new weapons of warfare, such as cannons and guns, secure castle walls were suddenly vulnerable and old methods of combat became obsolete.
- Economic growth and political changes were sweeping across Europe. Cities were taking the place of castles and villages. A new group of people, called the middle class, was formed by people who had modest wealth and wanted to enjoy more of life's comforts.
- A government based on military force began to shift to a government based on law. Simon de Montfort, and others like him, challenged the supreme power of the king by asking for knights to have a voice in government. Soon, the idea of representative government gained popularity with many people.

STORIES AND LEGENDS

Toward the end of the twelfth century, the nobility became interested in cultivating new ideas. They turned their houses into centers of learning where poets and minstrels entertained cultured listeners with far-fetched tales. Audiences wanted to hear about heroism and adventure. Three groups of stories were commonly told: legends of ancient Rome and Greece, tales about King Charlemagne from France, and the legends of King Arthur from Britain. Books were expensive and time-consuming to produce because they had to be copied by hand. Stories were passed from generation to generation by word of mouth. The tales of King Arthur and the Knights of the Round Table became popular, not only in Britain, but in France and Germany as well. After the invention of the printing press in the fifteenth century, Sir Thomas Malory compiled the legends of King Arthur into a single volume. These stories live on today and give us a sense of the rich color and pageantry of the medieval court and the chivalrous duties of the medieval knight.

THE BLACK DEATH

The Black Death was the common name for a plague that swept through Europe in the mid-fourteenth century. The Black Death came from the East, carried by rats on ships that sailed into Europe's Mediterranean trading ports. It was actually the fleas that lived on rats that spread the plague to humans. As rats died from the disease, the fleas searched for other hosts. When the fleas bit humans, they transmitted the bacteria responsible for the plague.

Europeans did not understand the cause of the plague, and they had no medical treatments that could curb its spread. Poor sanitation and overcrowded towns contributed to a situation that was ripe for the plague's destruction. It struck down the rich and poor alike. Some rich people tried to escape by moving away to other lands, but everyone was susceptible to the Black Death and it soon spread across all of Europe. It is estimated that at least one person in every four died of the plague in Europe between 1347 and 1351.

The years after the Black Death were full of hardship. There were fewer people to do the same amount of work. Many peasants were bitter and envious of the rich who had tried to flee the plague. Some were angry at priests and physicians because they had failed to find a cure. This atmosphere led to many peasant revolts throughout Europe that challenged the lords and diminished their power.

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Synthesis 1	Synthesis 2	Synthesis 3
Culture/Social Interaction										
Identify ways different groups, societies, and cultures address similar human needs and concerns.	Explain how basic human needs were met in medieval times.			●				●	●	●
	Identify ways groups address similar human needs and concerns when faced with conflict.					●		●	●	●
Cite ways in which language, stories, music, and artistic creations express culture and influence behavior.	Participate in stories, music, and other artistic expressions of medieval times.						●	●		
Demonstrate an understanding of how people interact with their physical environment and social conditions.	Identify ways in which people in medieval times celebrated.						●	●		
History										
Identify examples of change and cause and effect relationships.	Identify examples of change and cause and effect relationships involved in challenges to the king's power during medieval times.				●					●
Cite examples of how people in different times and places view the world.	Describe how people of medieval times viewed the world and make comparisons to today.					●		●	●	●

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Synthesis 1	Synthesis 2	Synthesis 3
Social Skills										
Participate in organizing, making decisions, and taking action in group settings.	Organize, plan, and make decisions while creating a model of a castle with group members.	●								
	Organize, plan, and make decisions while creating characters.		●							
	Organize, plan, and make decisions to prepare presentations on daily life in a castle.			●						
	Organize, plan, and make decisions to prepare for a siege.					●				
Work with others to decide on an appropriate course of action.	Determine an appropriate course of action to design and create the castle within a group.	●								
	Work with others to create characters appropriate to role descriptions.		●							
	Work with others to prepare presentations.			●						
	Work with others to decide on an appropriate course of action to change the king's mind about sharing power.				●					
	Work with others to decide on an appropriate response to the siege.					●				
	Work with others to plan and organize a medieval celebration.						●			

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Synthesis 1	Synthesis 2	Synthesis 3
Critical Thinking										
Organize ideas in new ways.	Organize ideas from class discussion in new ways to design the castle.	●						●		
	Organize ideas to create unique characters.		●					●		
	Organize ideas in new ways in the preparation of presentations of daily life in a castle.			●				●	●	
	Organize ideas in new ways for the medieval celebration.						●	●		
Define issues or problems and consider alternatives; then make a decision based on evaluation of alternatives.	Define the problem regarding the king's letter, consider possible responses, and decide on a course of action.				●					
	Define issues related to the siege and people's response to the siege.				●					
Civic Competence										
Identify examples of freedoms, rights, and responsibilities of citizens.	Identify examples of freedoms, rights, and responsibilities of people in medieval times.				●			●		

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Synthesis 1	Synthesis 2	Synthesis 3
Literacy										
Read a wide range of print and non-print texts to build an understanding of castles and medieval life.	Listen to a description of a lord and his castle.		●							
	Listen and respond to a letter from the lord.				●					
Use word identification strategies to comprehend, interpret, and evaluate historical content.	Create a castle word bank.	●								
	Use specialized vocabulary to understand and communicate concepts related to a castle siege.					●				
Conduct research and use the writing process.	Research to create a castle construction plan based on research and discussion.	●								
	Write character biographies.		●							
	Conduct research and prepare presentations on daily life in the castle.			●						
Use spoken and written language for learning and to exchange information	Present character introductions to the class.		●							
	Write ballad stanzas in response to castle events.				●	●	●			
	Write a paragraph reflecting on the completed portfolio.							●		
Use visual language for learning and to exchange information.	Create and make presentations.			●						
	Create a chart comparing Medieval times to today.								●	
	Interpret pictures from Medieval times.									●

HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provides a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

READING MINI-LESSON FRAMEWORK

1. Describe the strategy, explaining when and why readers use it. Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.

2. Model the steps as you “think aloud” with a sample text. Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete for developing readers. Language that will help you includes the following:

- “I think about what I already know...”
- “When I look for the main idea, I ...”
- “Here is a clue that will help me ...”
- “That makes me think ...”

3. Guide students to apply these steps as they read during the unit. Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try out the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.

4. Assess students’ progress. Students’ independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

ADDITIONAL RESOURCES

LITERATURE

Easy

Aliki. *A Medieval Feast*. New York: HarperTrophy, 1986. Beautifully illustrated picture book depicting food, tools, cookware, and livestock of medieval times. Historical fiction.

Average

Hooper, Meredith, and Stephen Biesty. *Stephen Biesty's Castles*. New York: Enchanted Lion Books, 2004. Detailed drawings of ten actual castles featuring cutaways and see-through walls, each followed by an account of a historic event related to each castle. Nonfiction.

Johnson, Paul. *Castles of England, Scotland, and Wales*. London: Phoenix Illustrated, 2000. Color photographs of castles, including detailed descriptions. Kenilworth Castle, the home of Simon de Montfort, is included. Nonfiction.

Macaulay, David. *Castle*. Boston: Houghton Mifflin Company, 1982. Pen-and-ink drawings detailing design and features of castles. Tells about the construction of a castle during medieval times.

MacDonald, Fiona. *How Would You Survive in the Middle Ages?* New York: Franklin Watts, 1997. Clear text and detailed illustrations of daily life, battles, and castles of the Middle Ages. Nonfiction.

Advanced

Cushman, Karen. *Catherine, Called Birdy*. New York: HarperTrophy, 1995. A diary of an adolescent girl in medieval times. Describes everyday life. Historical fiction.

Cushman, Karen. *The Midwife's Apprentice*. New York: HarperCollins, 1996. Newbery-winning story of a young girl learning to become a midwife in medieval England. Historical fiction.

MULTIMEDIA

CD-ROM

History through Art: The Middle Ages
Clearvue Publishing
Includes a 30-minute presentation of the history, art, and architecture of the Middle Ages.

Internet

Folk Music of England Scotland, Ireland, Wales and America. www.contemplator.com/england/
Includes the music, lyrics, and history of folk songs. While the music is from the 16th and 17th century, many of the songs' origins may have been earlier. Many songs have romance and lost love as a theme.

Kids' Castle
www.kotn.ntu.ac.uk/castle/
Tour a castle, dress a knight in armor, cook a medieval meal, and more. Based on Nottingham Castle as it was around 1480.

National Geographic's "Ghosts in the Castle"
www.nationalgeographic.com/castles/enter.html
Explore the parts of a castle, print out castle activities, and view links to other castle web sites.

APPENDIX

SIMON DE MONTFORT NARRATIVE

The events of our Storypath—the lord trying to convince the king that the knights should have a voice in government and then the king attacking the castle of the lord—were events that actually happened in medieval times.

In about 1210, Simon de Montfort was born in France, and he was the lord who challenged the king. As a young man, Montfort came to England to claim the lands that belonged to his family. The lands were returned to him and he became the Earl of Leicester, which gave him wealth and prominence in England. King Henry III was not a strong ruler and was often unsure about the decisions he made. However, he did believe that he ruled because of “divine right,” or because he was appointed by God to rule.

Not long after Montfort’s arrival in England, he met and fell in love with the king’s sister, Eleanor. He and Eleanor married and lived in the castle of Kenilworth, northwest of London. King Henry spent large sums of money to make this one of the strongest castles in England. He believed that unless a castle was built on a high, spectacular rock, it could not be defended. Kenilworth was not built on such a rock, so the king decided its best defense was water—not just a river or moat, but lots and lots of deep water surrounding the castle. The king had rivers dammed to create a huge lake. The lake was so large that trebuchets could not hurl their rocks far enough to reach the walls of the keep. It was very expensive to maintain the lake, but it was worth it for the safety of the castle.

The Montforts had many children and it appears from historical documents that they were very devoted to each other. Because Montfort was married to the king’s sister, he had access to the king when others did not. One wonders what led Montfort to believe that others besides the barons should have a voice in the government. Most people of that time believed that the king was all powerful and would never have thought to challenge the king’s authority.

At the time, the barons—or lords—of the realm advised the king in parliament. Parliament was the council that made government decisions. The barons were the rich landowners of England. Montfort went to the king and tried to persuade him that the knights should be included in the government of the country. He suggested that two knights from every community be represented in parliament. This was a new and radical idea for that time. Montfort convinced some of the barons that it was a good idea, so they rebelled against the king to force him to include the knights as representatives. The king felt his authority was being challenged and would not agree. The king and his son took up arms against Montfort and those who supported him, but Montfort captured them both and forced the king to agree. Montfort assembled the first parliament that included the knights in January 1265.

The king’s son escaped from Montfort and mounted an army. And so, a few months after parliament met, Montfort and the king’s son, Edward, were engaged in the battle of Evesham. Many people were killed, including Montfort. The people mourned his death, and, of course, the king reclaimed the parliament for himself and the wealthy barons.

After the battle, the king's son lay siege to the Kenilworth Castle where Montfort's wife and children lived. The castle was besieged for a year, withstanding the onslaught of the king's forces. The lake that surrounded the castle made tunneling impossible. Edward built two wooden siege-towers, including one big enough to contain two hundred archers and eleven catapults. Kenilworth was one of the great sieges of history. Finally, the castle surrendered, but on easy terms.

On the 700th anniversary of Montfort's death, in 1965, a memorial was erected at his grave. The memorial reads, "Here were buried the remains of Simon de Montfort, Earl of Leicester, pioneer of representative government."

Discussing the narrative

- How is the story of Simon de Montfort like our Storypath?
- Do you think Simon de Montfort was courageous? Why or why not?
- Why do you think he believed that the knights should have a voice in government?

Key discussion idea

Simon de Montfort made people realize that the knights, not just the barons, needed to be represented in government, and later, that idea was accepted. He started people thinking about the idea of representative government. Including the knights was a radical idea, but as time went on, other people from other walks of life wanted a voice in government. Thus, Montfort set in motion changes in the governance of England.

STORYPATH®



Life in Medieval Times
The Castle



www.teachstorypath.com



What were medieval castles like?

Imagine yourself standing outside the walls of a medieval castle. You marvel at this gigantic stone building, its lofty towers pointing to the sky. The lord has ordered his knights to greet you. Bugles blare and you hear the thundering of horses' hooves on the drawbridge that leads to the castle entrance. Once you are inside the entrance, a heavy iron gate crashes behind, keeping out unwanted visitors.





A castle was designed for safety and protection, providing security for its residents as well as for people who lived in thriving villages nearby. These were dangerous times—the Middle Ages were times of constant warfare. Yet a castle served other purposes besides defense. It was like a miniature town, filled with people working to keep their community prosperous. Welcome to the world of the medieval castle—a mighty fortress with a bustling small town within its walls.

Himeji Castle in Japan was originally built in the 14th century. It has been rebuilt several times.

1. What purposes did a castle serve?
(main idea/supporting details)



Castle sites

Geography was important to castle builders. For military reasons, these builders searched for areas where the physical environment provided natural barriers for defense. Water and hills could be powerful obstacles for enemy armies.



Eilean Castle was built on an island off the coast of Loch Duich, Scotland.

2. Why would an open field be a bad place to build a castle? *(making inferences)*



SET 1

SLIDE 4

This German castle was built on a steep, craggy hill.

Imagine invading warriors trying to scale a steep hillside or having to cross a river before they could even launch their attack on the castle itself.





SET 1

SLIDE 5

When natural defenses were not available, castle builders created defenses. They dug a moat, a water-filled ditch encircling the castle, or made a motte, a huge mound of dirt supporting the castle.



Built in the 13th century, York Castle is perched on a motte in England.



How were castles organized?

Castles were built in many different shapes and sizes, and their design varied widely. Earlier castles were wooden structures. By the 12th century, most castles were made with stone. The diagram shown will help you see some of the basic features found in many medieval castles.



keep

The strongest building in the castle containing the lord and his family's living quarters

turret

A high watchtower, or lookout post

barbican

A wall that protects the outside entrance

gatehouse

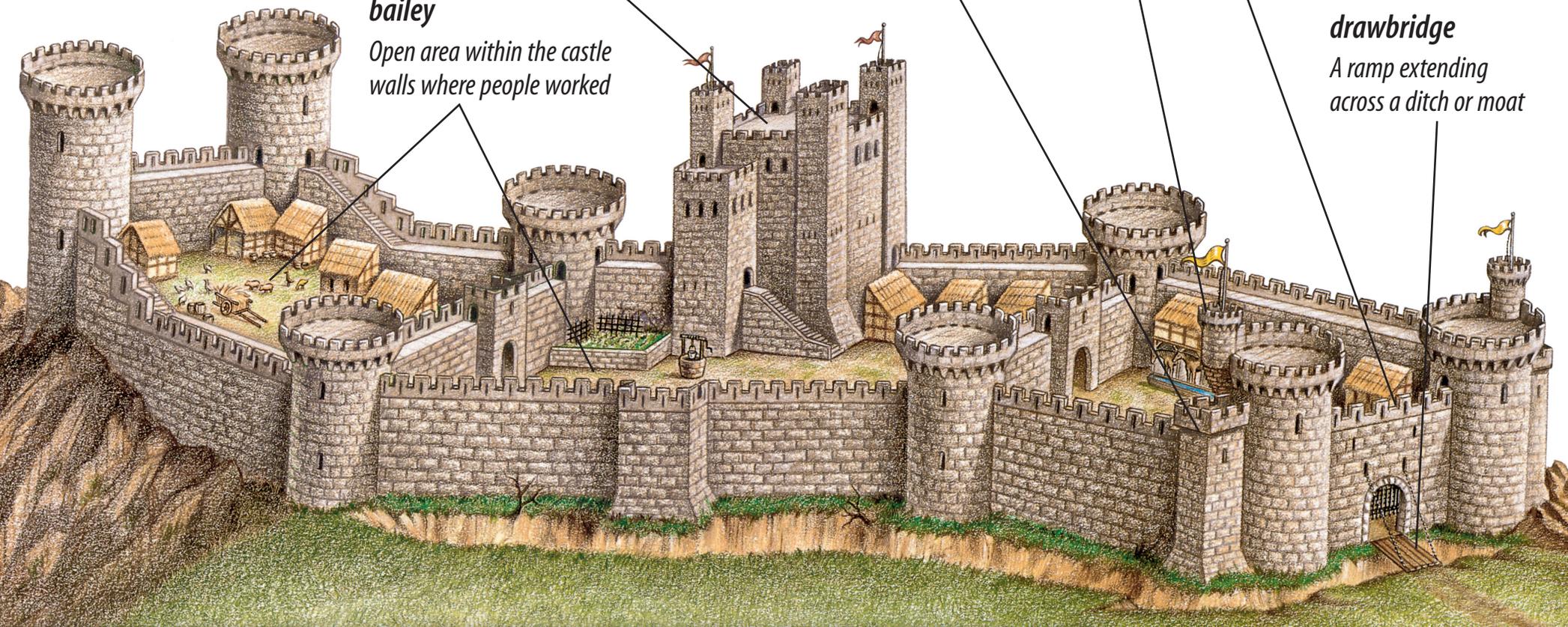
The entrance to the castle where the drawbridge is raised and lowered

bailey

Open area within the castle walls where people worked

drawbridge

A ramp extending across a ditch or moat



1. Where in the castle did the lord and his family live?

(scanning, understanding visuals)

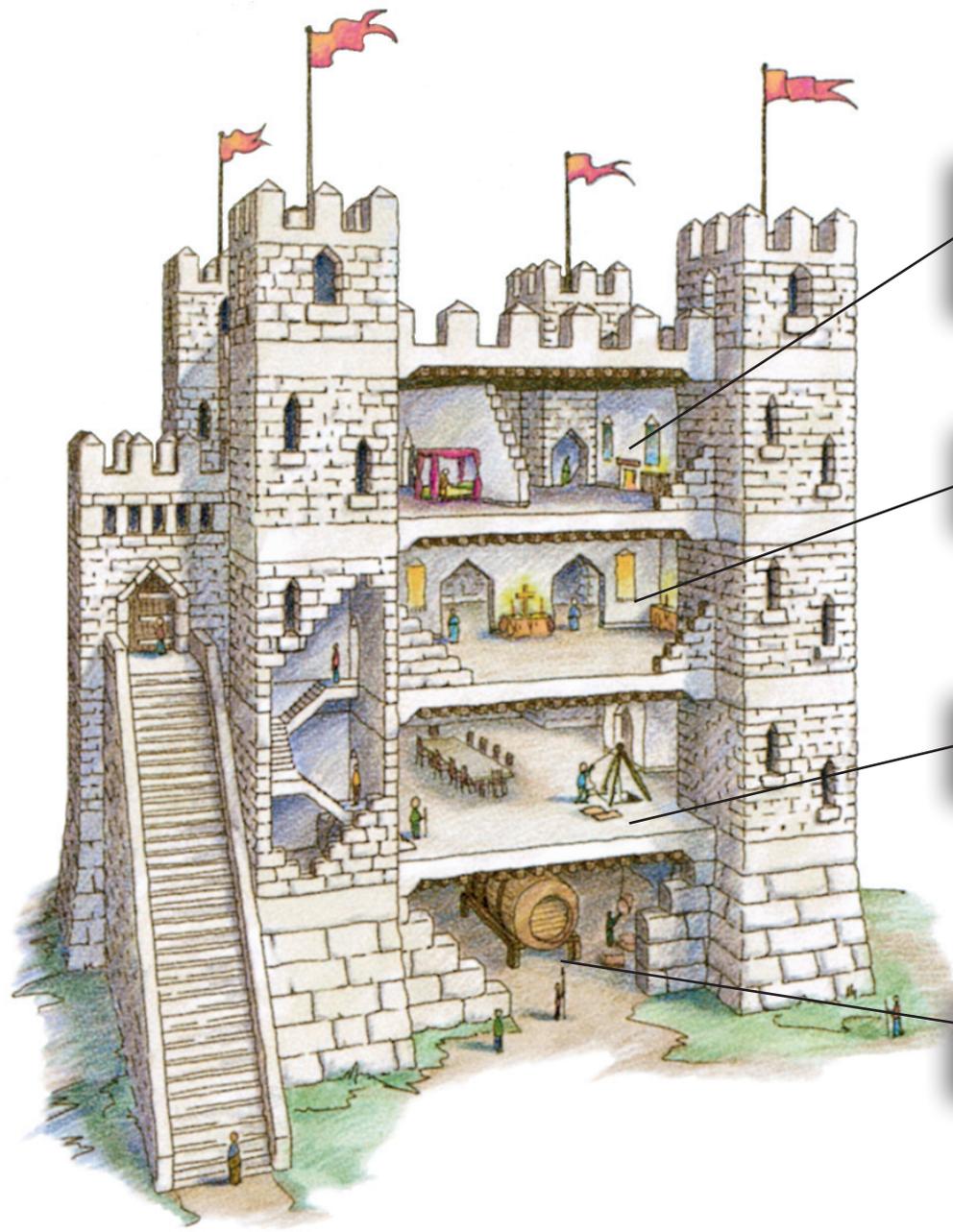
2. What is the difference between a turret and a barbican?

(understanding visuals, comparing and contrasting)



Inside a keep

The typical castle keep was designed for both strength and comfort. Its stone walls might be over 15 feet thick with windows on only the top floor. The keep was generally a few stories high, containing several rooms stacked on top of one another like the layers of a cake. The keep was the hub of castle life. Here many castle dwellers slept, prayed, ate, and, when necessary, retreated for protection during attacks. During a siege, the castle's survival depended on the ample food supply stocked in the keep's storerooms.



lord and lady's chambers

chapel

great hall

storerooms



Who lived in castles?

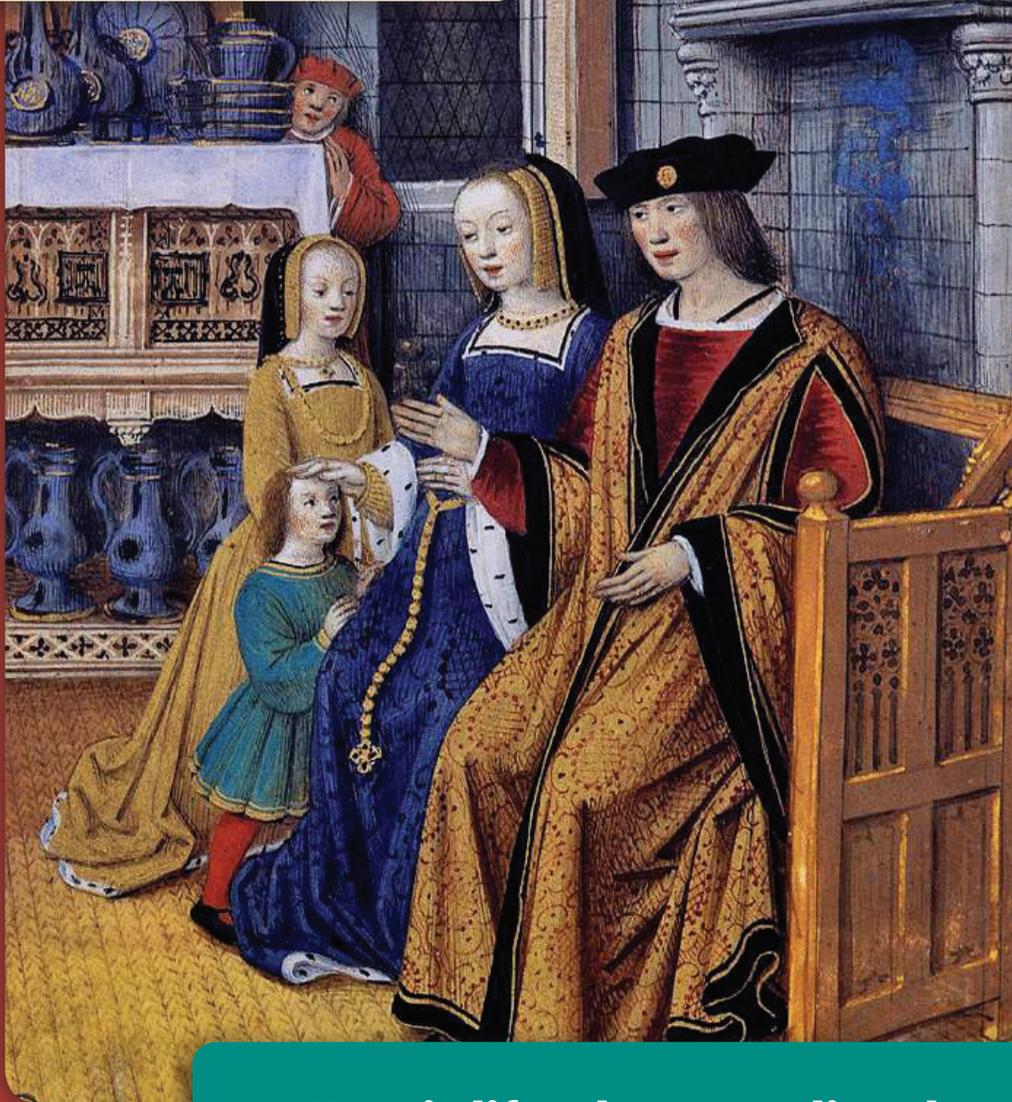
Everyone in a feudal society, including castle residents and people living in the surrounding countryside or in nearby towns, performed particular services for their lord. In exchange, the lord provided them with protection. They all sought safety within the castle walls when it was under attack. During a siege, a castle might be compared to an enormous military machine: every person worked to defeat the enemy. But the castle was also home to the many people who lived there and worked to keep it secure.



1. Besides the lord and his family, who lived in the castle?
(main idea/supporting details)



The lord and lady's family dressed in elegant clothing. It was illegal for lower-class people to dress like nobles. The most common fabrics of the day were wool and linen.



The world of the medieval castle was crowded with a colorful cast of characters—the noble family and the staff that served them. Paintings from the Middle Ages provide helpful clues about how people in castles worked, played, dressed, and fought.

2. How is life where you live the same as and different from life in a medieval castle? *(connecting, comparing and contrasting)*



SET 3

SLIDE 3



The castle priest, shown here on the far left, led services in the chapel and taught the noble's children.



The armorer was an unusual kind of tailor. He fashioned clothes out of metal to protect knights in battle.



Medieval names

During the Middle Ages, many people had only one name. Toward the end of the Middle Ages in England, last names, or surnames, became more common. Occasionally, last names described something important about the person's character or actions. Last names were also based on a person's trade.

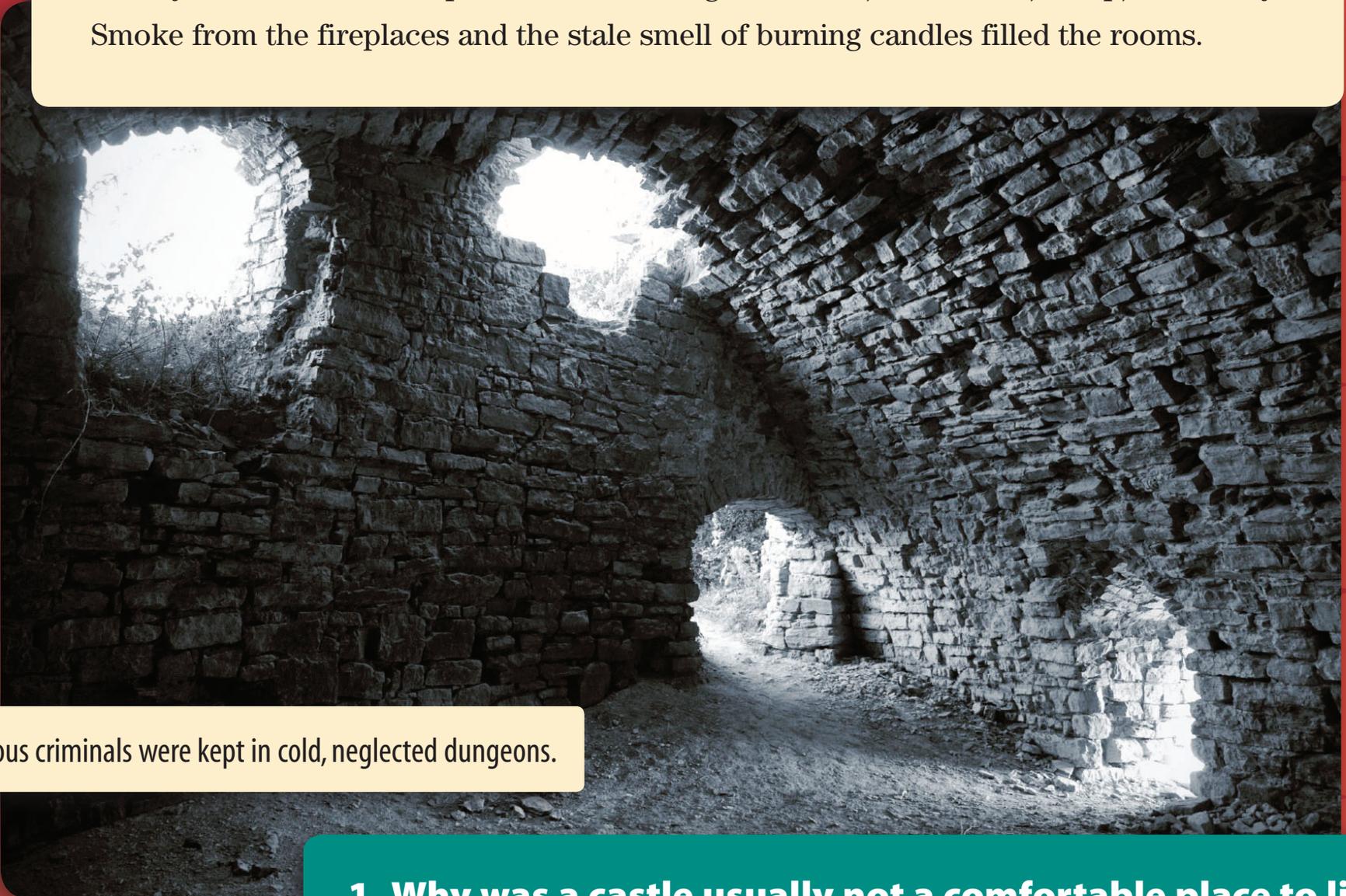
Common Names of the Medieval Times

Women	Catherine Eleanor Joan Mary
Men	Edward John Richard William
Surnames from Trades	Baker Carpenter Cook Miller



What was the inside of a castle like?

Though the castle served mainly as a fortress, it was also a home. The castle was usually not a comfortable place to live. During the winter, it was cold, damp, and drafty. Smoke from the fireplaces and the stale smell of burning candles filled the rooms.



Dangerous criminals were kept in cold, neglected dungeons.

1. Why was a castle usually not a comfortable place to live?
(main idea/supporting details, scanning)



Daily Schedule

Daybreak

Castle residents eat a simple breakfast after praying in the chapel.

10 A.M.

The main meal of the day, lasting two or three hours, is served in the great hall.

Afternoon

Castle residents work on various chores.

Sunset

A light meal is eaten.

Bedtime

The noble family retires to its private chambers, while most of the other castle residents sleep on straw mattresses in the great hall.

Beautiful tapestries draped on the walls made the castle more cheerful, but more important, they cut down on the cold drafts. Fragrant reeds and rushes strewn on the floors helped freshen the stale air.



SET 4

SLIDE 3



During the spring and summer, fresh-cut flowers perfumed various rooms of the castle and brightened up the gloomy atmosphere. Such decorative touches made the castle more homey.

The great hall was the center of castle life. People ate, worked, and slept there.



Food in medieval times

Most peasants did not eat breakfast. Others usually had just bread and beer. People rarely drank water because it was not clean. A medieval feast might include beef, pork, poultry, fish, and eggs. A simple meal, however, might consist of just bread and cheese or stew. Vegetables were considered common, only suitable for peasants.



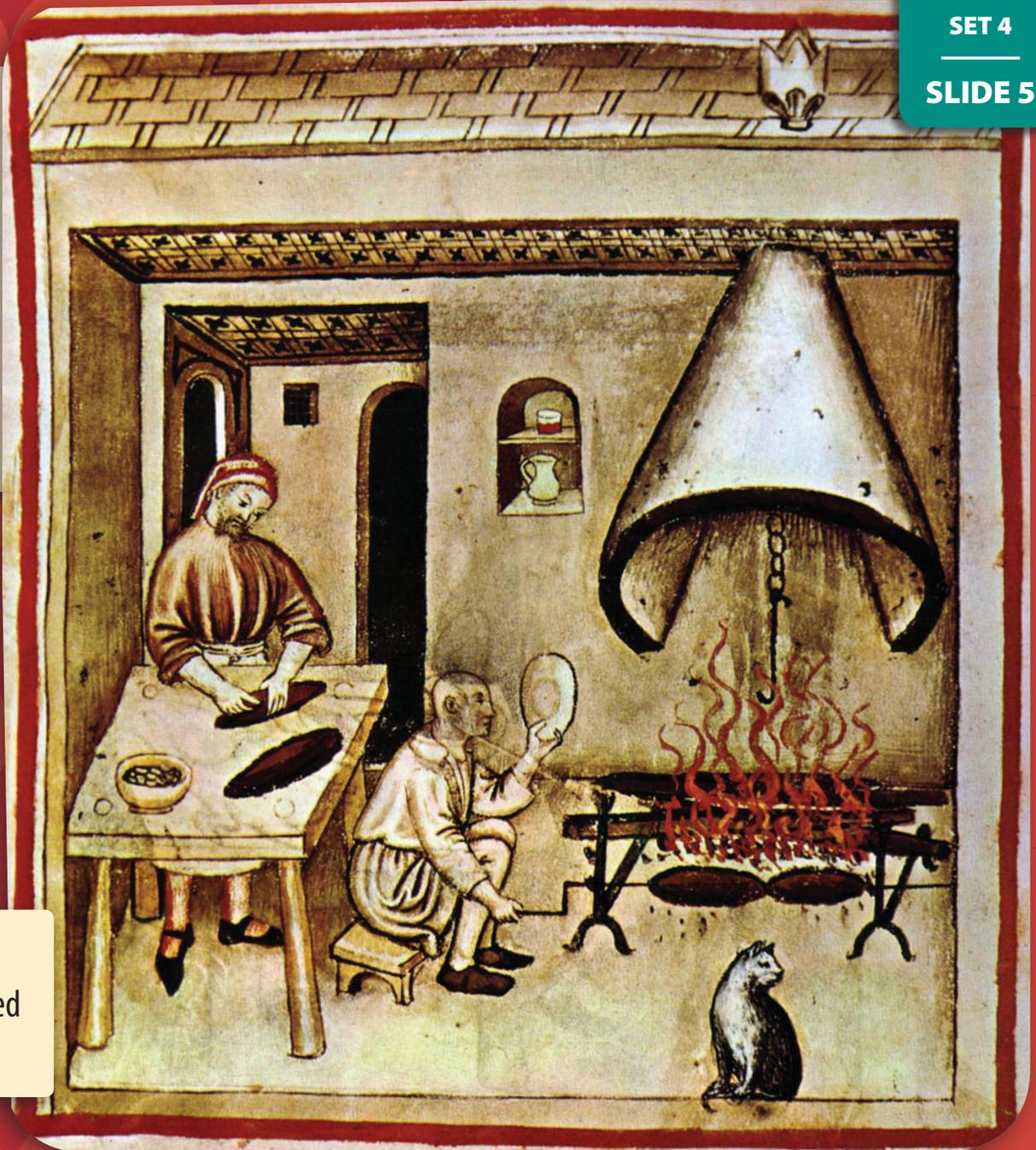
Preparing a medieval feast.

**2. Do you think people in medieval times had a healthy diet?
Why or why not? (making inferences)**



Only the wealthy used plates. Others ate off trenchers, which were thick slices of stale bread. Used trenchers were thrown to the dogs to eat.

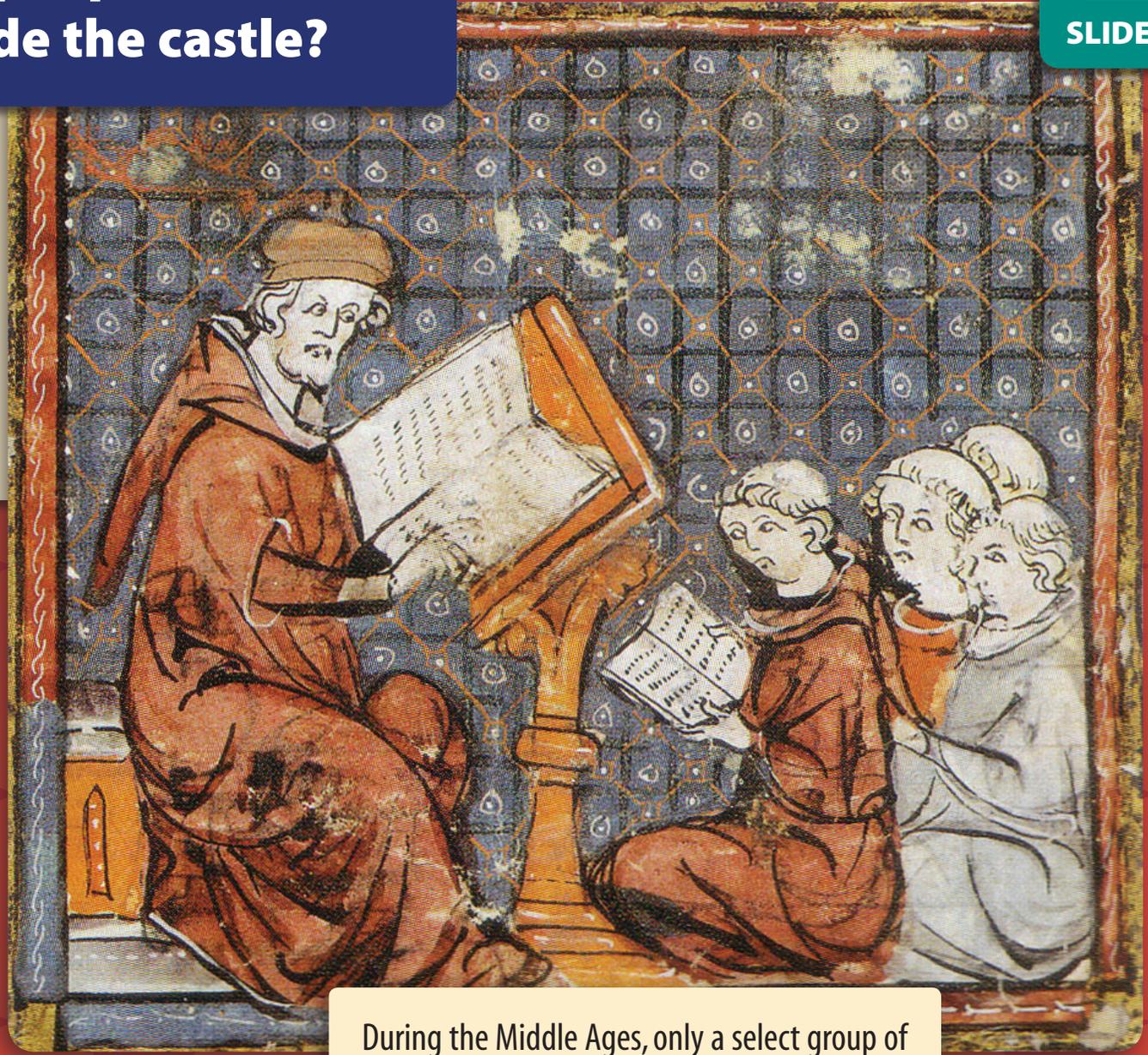
Most castles had huge kitchens where cooks and servants prepared enormous amounts of food.





What did people do inside and outside the castle?

The castle was full of the sounds of human activity. In the lord's chambers, his children recited their lessons aloud.



During the Middle Ages, only a select group of wealthy children learned to read and write.



Servants worked in the kitchen.

In the bailey, or courtyard, a blacksmith sharpened swords and forged iron into horseshoes. Barking dogs were heard in the distance, fetching their hunters' prey. During the day, the castle residents, young and old, were busy at work or at play.





SET 5

SLIDE 3



Peasants harvested wheat and sheared the sheep.

Hawking



SET 5

SLIDE 4

Hawking was a favorite sport among noble ladies and lords. They would ride on horseback into the countryside near the castle in search of wild birds. A trained falcon would be perched on the glove-covered wrist of each person in the hawking party. When someone sighted a game bird, the falcons were released. Flying through the air, the falcon spotted its prey, attacked the bird, and then forced it to fall to the ground. Hunting dogs would then go fetch the fallen game bird.



A royal hawking party.

1. What do the pictures tell you about life in medieval times? (*understanding visuals*)
2. What would it have been like to be a child growing up in a castle? (*connecting*)

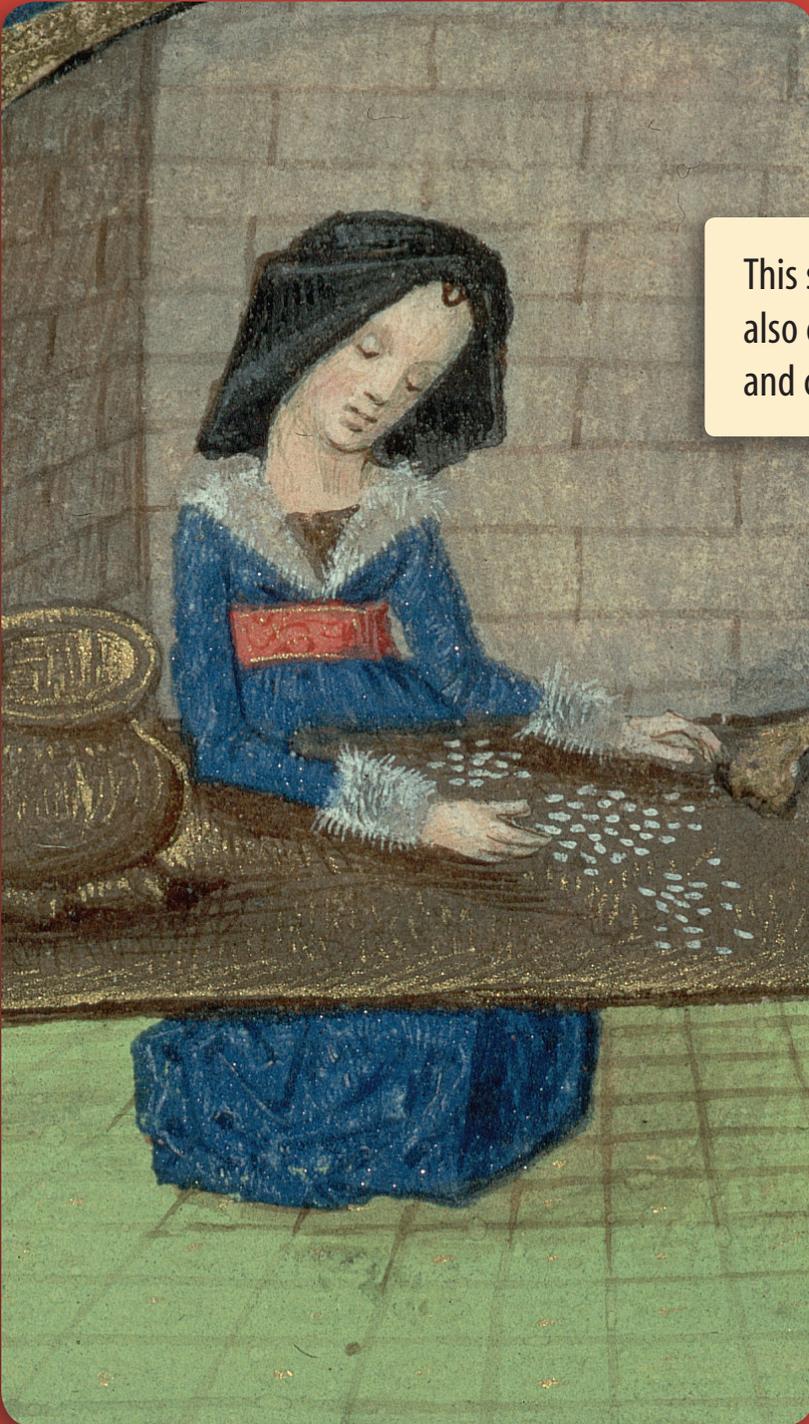


What was the role of women in medieval times?

Most people had strong opinions about the role of women during the Middle Ages. The Roman Catholic Church, a powerful influence during this period, held the view that women were less capable of handling responsibility than men. When they married, women of all classes were expected to obey their husbands.



This painting shows medieval women at work, making pasta.



This servant girl is cleaning rice. The servant might also clean the lord and lady's chambers, wash clothes, and care for the lord and lady's young children.

Established laws and customs limited women's freedom and choices in life. But many women played a wide variety of roles, often out of necessity. Ladies of castles had to manage the huge households without the help of modern electrical appliances.

1. Why were women's life choices limited during medieval times?
(scanning, main idea/supporting details)



In addition to these daily responsibilities, ladies sometimes had to help protect the castle while their husbands were away.



Joan of Arc (1412–1431) was a heroic military leader. Under her command, the French won many victories over the British. When she was 19 years old, the British put her on trial for witchcraft, and many believe she was burned at the stake.



Peasant women who lived near the castle plowed the soil and planted and harvested crops alongside their husbands. In medieval towns, some women learned trades, such as silk weaving, from their fathers or husbands.





Marriage in medieval times



Wealthy medieval parents arranged marriages, sometimes when their children were still babies. Most brides and grooms were in their early teens.

When they married, law and custom called for women who owned land to turn over their property to their husbands.

2. How are women's roles today similar to and different from women's roles in medieval times?
(connecting, comparing and contrasting)



What power did kings have?

During the Middle Ages, English kings claimed their authority to rule was granted to them by God. This belief was called “the divine right of kings.” As God’s representatives, they were the supreme rulers who controlled their country and subjects.



King Charlemagne ruled France and Germany from 800 BCE to 814 BCE.



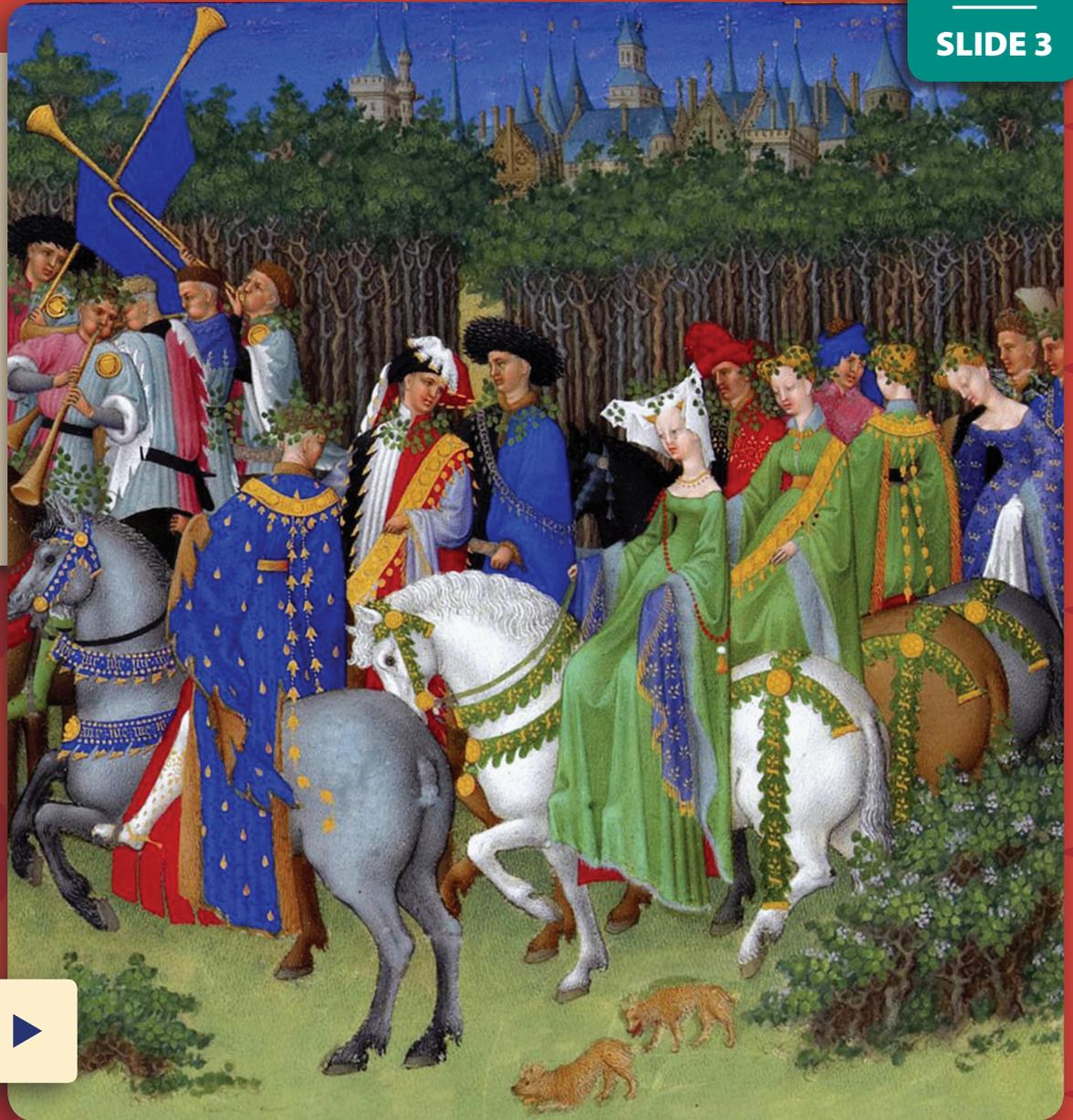
Kings believed it was their God-given responsibility to look after the realm and the people who lived there. To maintain their control, kings mainly played the role of military leader. They relied on force to protect the land they governed.



The Battle of Gisors in 1198 occurred between Philip II of France (left) and Richard I of England (right).



But kings were unable to defend their territories alone. They divided some of their lands among wealthy nobles. In return, their nobles promised to help their king battle enemies invading these lands.



Medieval nobility. ▶



SET 7

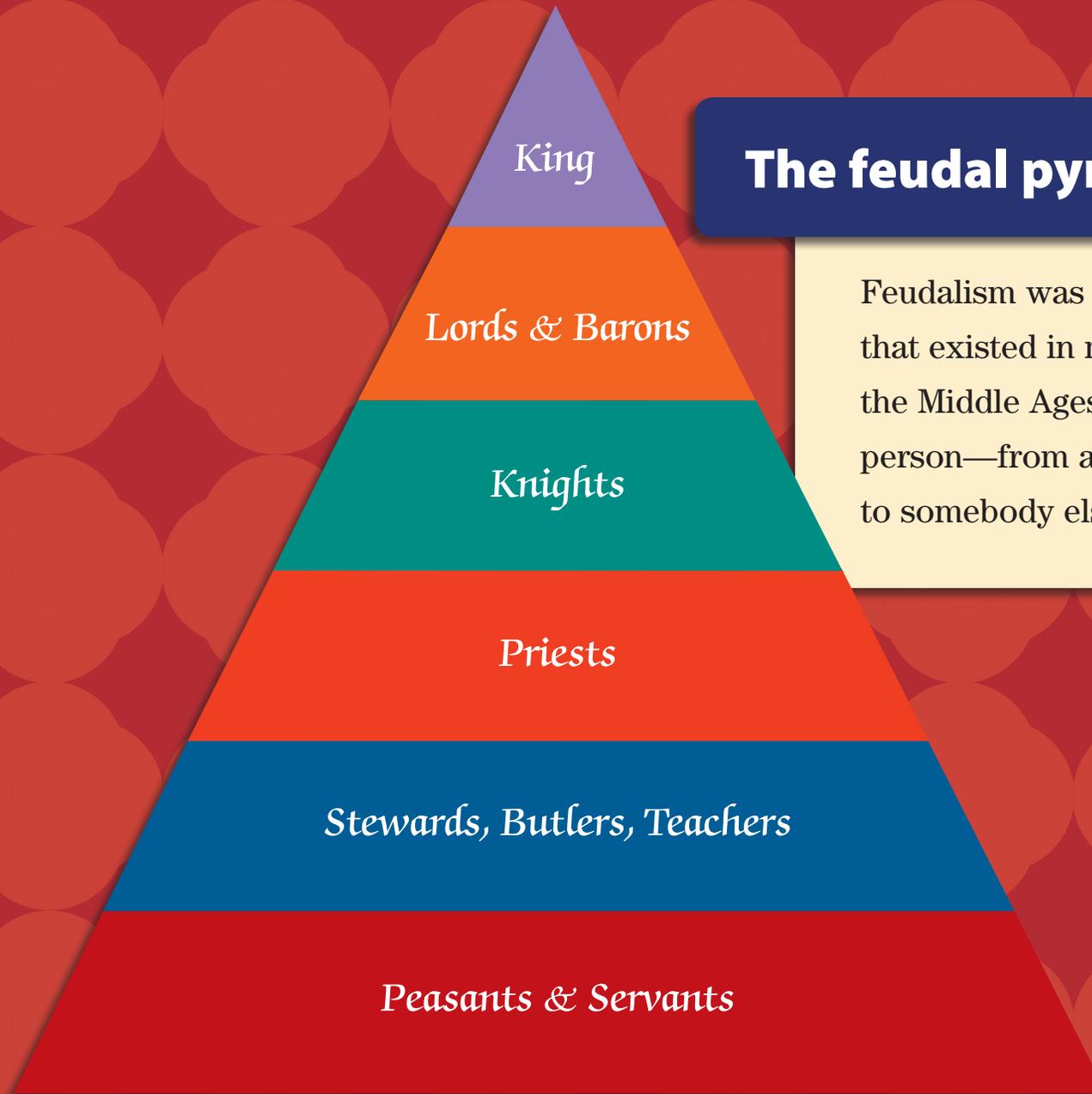
SLIDE 4



Nobles built castles to help ward off invasions and raised armies to fight for their king. This exchange of land for services between kings and nobles was part of an arrangement known as feudalism.



The feudal pyramid



Feudalism was a military and political system that existed in many European countries during the Middle Ages. Under the feudal system, every person—from a peasant to a lord—owed service to somebody else.

1. Under the feudal system, which group of people had the least power? *(understanding visuals)*



Knights

Knights were the most important warriors of the Middle Ages. During battles, both knights and their horses were protected with armor. The knights who served the lord of a castle stayed in living quarters called barracks with other soldiers. Many knights roamed freely in search of adventure or battles to fight. They were always welcomed at any castle they visited.



Knights were expected to follow a code of behavior called chivalry. A true knight was loyal, brave, and respectful.



The rule of English kings

In England, a government based on military force slowly shifted to government based upon law.

Dateline

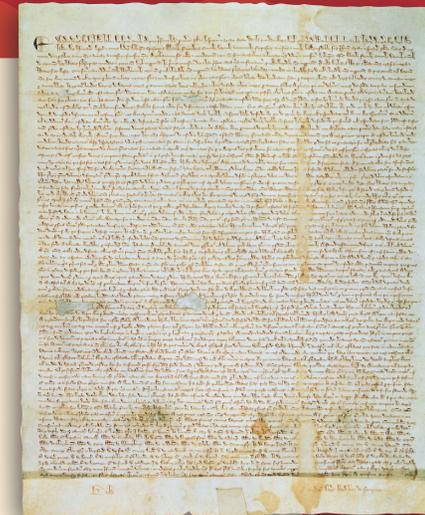
continued

● 1189–1199

King Richard the Lion Hearted spends only a total of one year in his kingdom as king. The rest of the time he fights battles in other countries. Control of land and the crown is determined by force. Richard's brother John wishes to become king, but, by chance, Richard is killed by someone else in an unrelated argument.

● 1199–1216

King John, Richard's brother, rules the country according to his own wishes. In 1215, under threat of a baron rebellion, John signs the Magna Carta. This document makes the king follow feudal laws, which limits his authority. John unsuccessfully tries to have this Great Charter canceled.



Magna Carta



Dateline

● 1216–1272

King Henry III, King John's son, drives England into debt to support his war plans. Angry barons plan a rebellion. Simon de Montfort becomes the champion of these rebel barons. In 1265, de Montfort calls for the first meeting of England's Parliament. De Montfort summons knights to have a voice in government, not just the wealthy upper class.



Simon de Montfort

● 1272–1307

King Edward I expands on Simon de Montfort's ideas about Parliament when he calls townsmen to participate in government. Edward is considered one of England's wisest kings.

2. Would you like to live under a feudal system of government? Why or why not? (connecting)

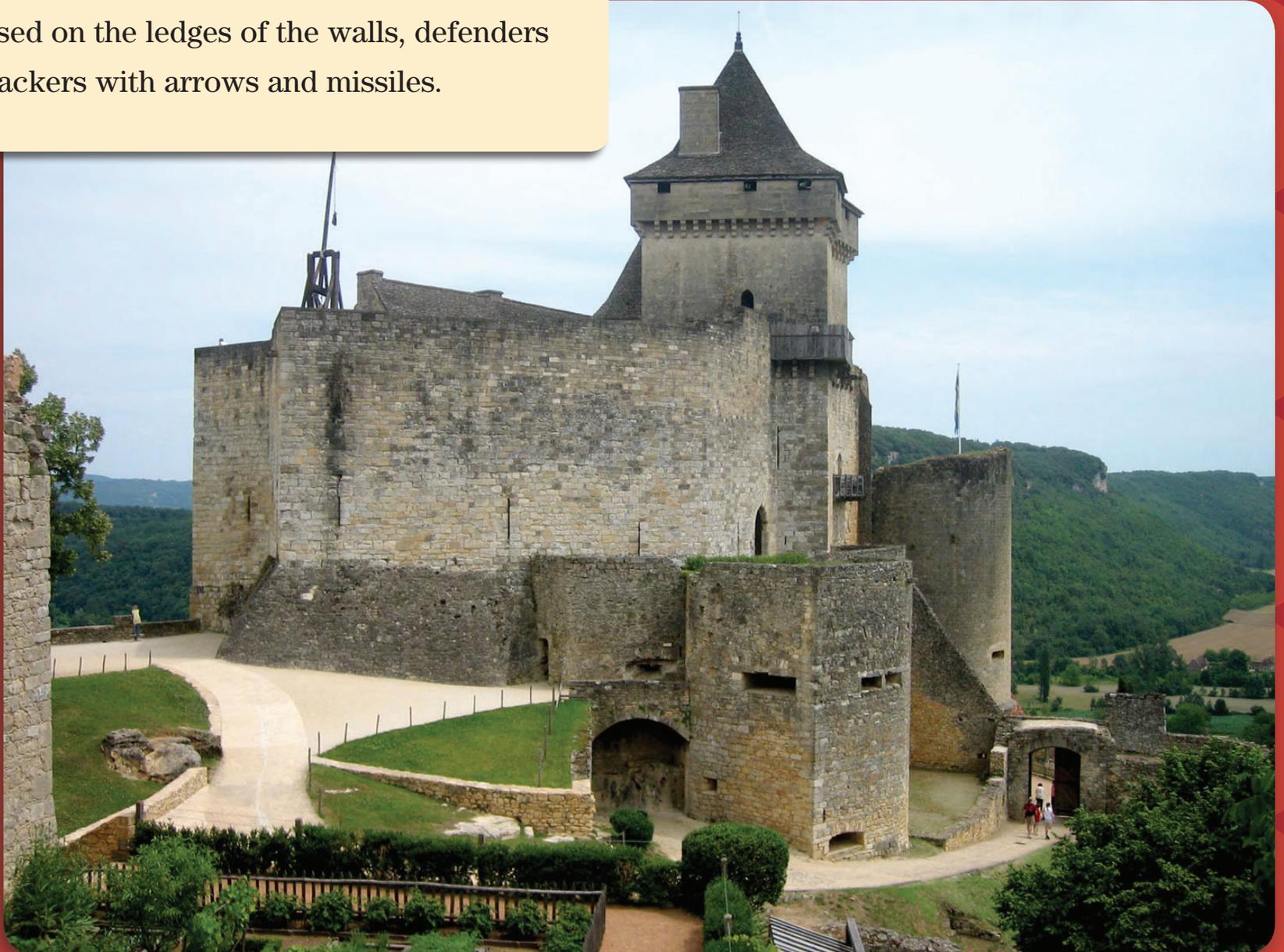
What was a siege like?

A castle was not an easy target. The architecture of the castle was designed to protect its residents from invaders. Poised on the ledges of the walls, defenders showered attackers with arrows and missiles.



SET 8

SLIDE 1





Even if enemy armies destroyed crops and livestock in the surrounding countryside, castle residents could still survive a long siege. They might have enough food stored away to last a year.





Who were these enemy armies? They might be troops on a mission from a foreign land. They might be the king's soldiers trying to crush a disloyal baron. The siege of a castle often lasted for many months.





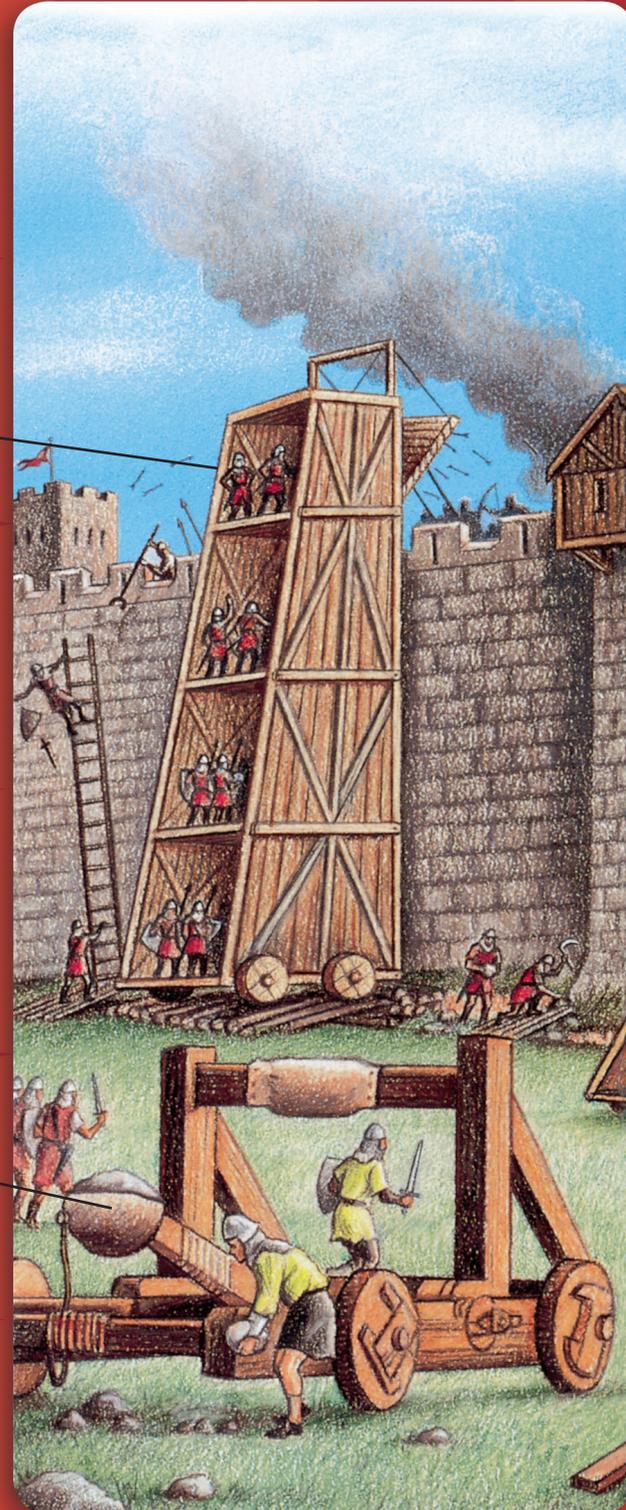
Sometimes a siege would end in a stalemate, with no clear victory for either side. In such cases, the defenders and the attackers would make a pact, similar to a peace treaty, to stop fighting.

A treaty between Clothar II and the Lombards.



The *belfry* was a tall, movable wooden tower. It reached above the height of the castle walls. Enemy soldiers climbed up the side of the belfry to the platform on top, where a drawbridge was attached. By dropping the drawbridge, they could cross onto the castle wall. They could then force the defenders off the battlements, the open spaces along the top of the castle wall.

A *catapult* was used for hurling missiles.





The *smasher*, or battering ram, was a thick tree trunk with an iron point at one end. Soldiers tried to bash a hole in the castle walls by repeatedly striking the smasher against it.

A *mantlet* was a movable shelter used for protection.





The *tortoise* was the nickname for a wooden shelter that rolled very slowly. Other nicknames were the “rat” and the “cat” because the shelter crawled along like a small animal.

A *trebuchet* was like a giant slingshot. It could propel huge objects, such as fiery missiles, pots of burning lime, or boulders, over castle walls.



1. What did enemies use to attack a castle? (*understanding visuals*)

2. How did the people in a castle defend themselves?
(*scanning, main idea/supporting details*)



SET 8

SLIDE 8





What celebrations happened in medieval times?

The castle residents looked forward to feasts on special occasions. Over 125 holidays were listed on the medieval calendar. Some of these were important religious holidays, while others marked special times of the year. The number of holidays celebrated varied according to family customs. Noble families also held banquets for other special events, such as knighting ceremonies.

Members of a duke's household exchange New Year gifts.





No one, rich or poor, worked on Christmas. If a castle was located near a town, the nobles opened the gates to the townspeople and peasants. Guests flocked to the great hall of the castle, brightly decorated with holly, ivy, and mistletoe. There they might feast on gingerbread dolls, mince pie, and pudding.

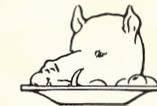
In the Early Middle Ages, Christmas was less important than Epiphany, which focused on the visit of the magi. Christmas rose in importance during the High Middle Ages.

1. How did people in medieval times celebrate holidays?
(scanning, main idea/supporting details)



Here is a sampling of the main courses that might be served at a medieval feast.

Main Courses



Wild boar's head decorated with its tusks

Roasted peacock decorated with its brightly colored plumes

Porpoise in a milky, spicy sauce

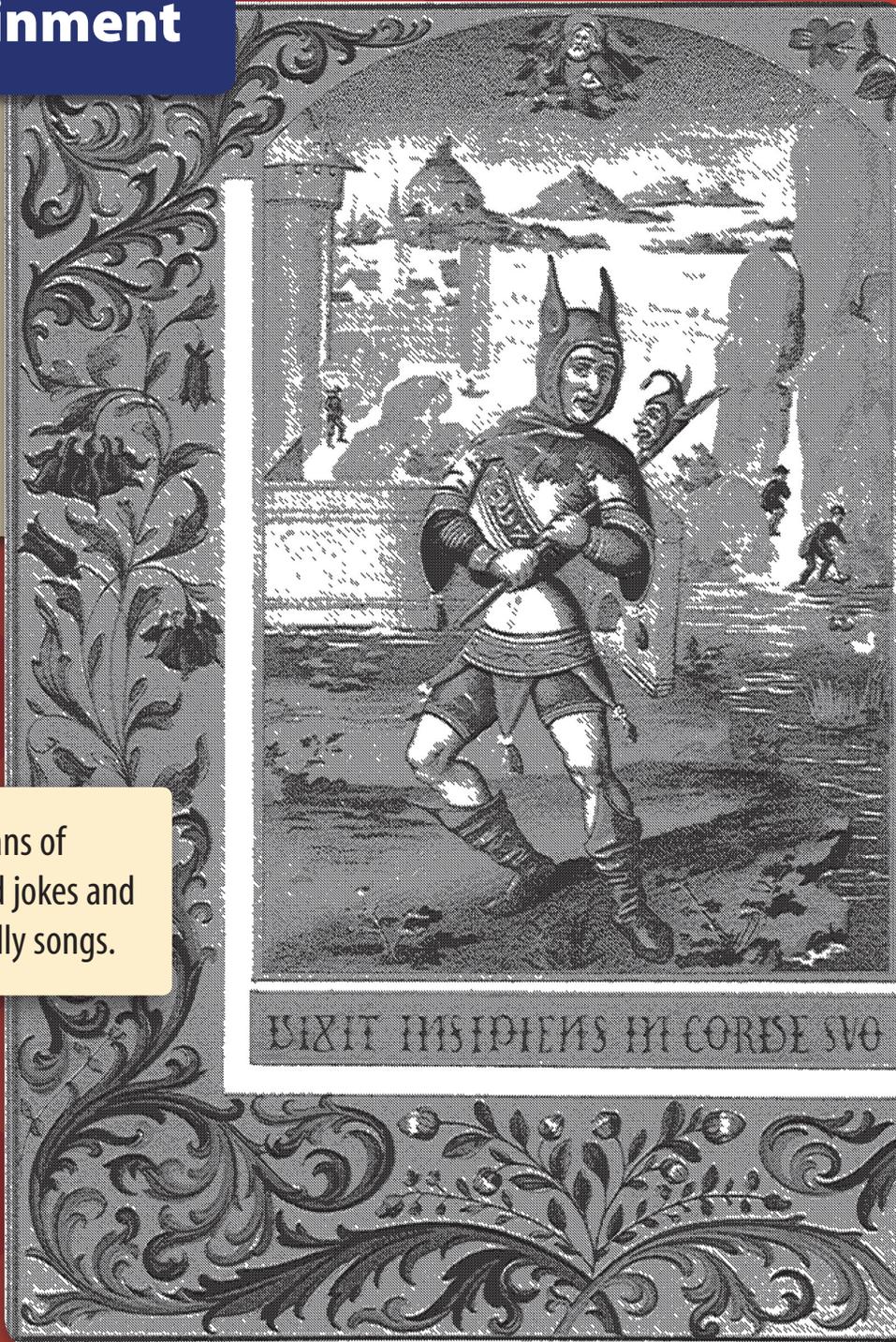
Squirrel stew

During feasts, the noble family, seated at the main table, was served first.

Medieval entertainment

In larger castles, jesters and musicians performed for everyone at the end of the day. During banquets, many different performers displayed their talents in the great hall.

Jesters were the comedians of medieval times. They told jokes and funny stories and sang silly songs.



SET 9

SLIDE 4



Another popular form of medieval entertainment was jousting. A joust was a contest between two knights. Each carried a lance, a long spear with a blunted tip. The knights charged toward each other on horseback, aiming at each other's shield. The winner of the joust was the knight who knocked his opponent off his horse.



This drawing from the Middle Ages shows knights jousting.

2. What type of medieval entertainment is similar to a type of entertainment you enjoy? Explain.
(connecting, comparing and contrasting)



What happened to medieval castles?



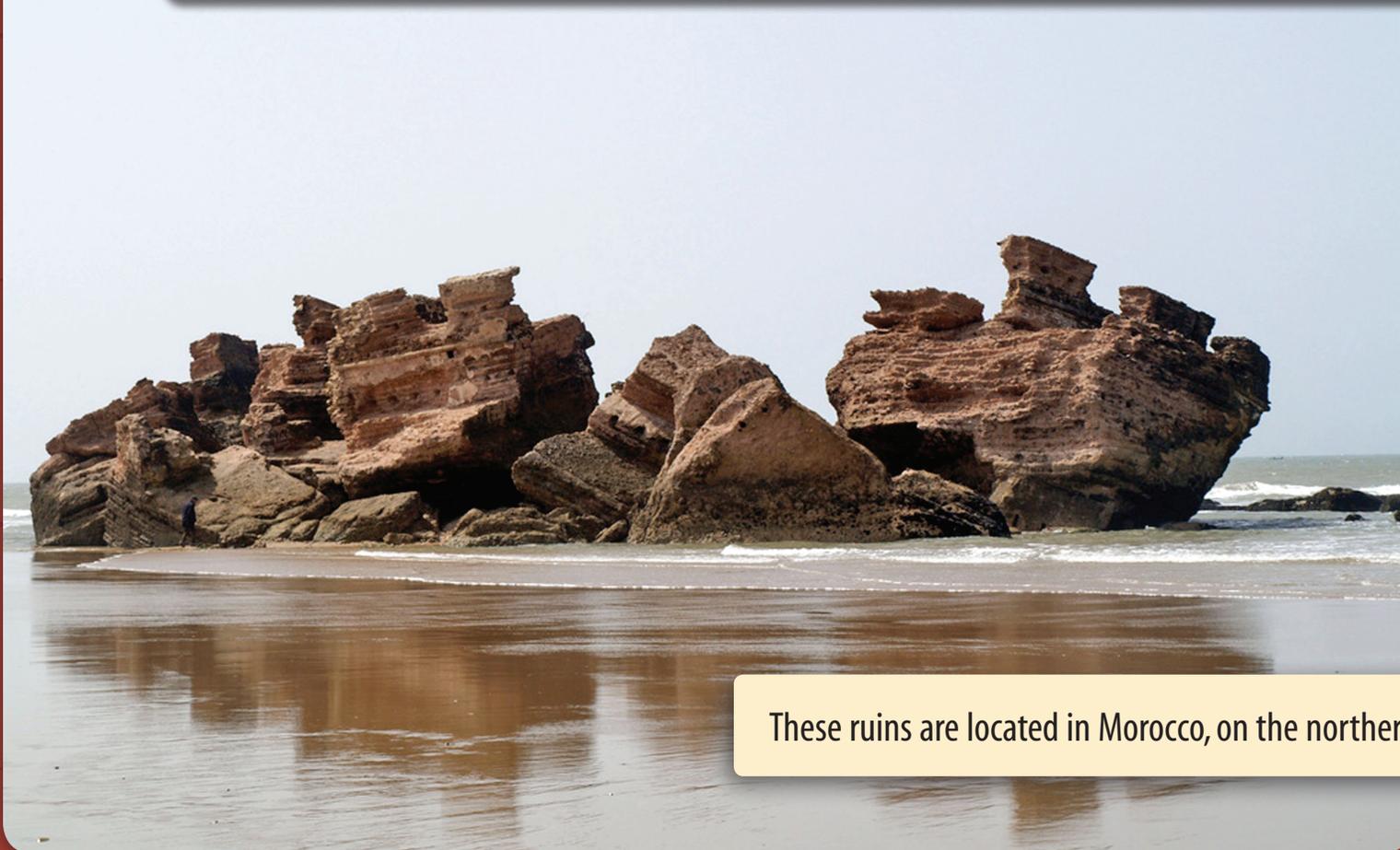
Cannonfire was quite effective against castle fortifications.

Siege weapons, warriors, and warfare all changed in the 15th century. By about 1450, heavy guns and cannons became the new weapons for attacking castles. Castle walls were not strong enough to withstand blasts of gunpowder. Though new armor was especially designed to protect knights from gunfire, it was heavy and impractical.

1. Why were castles vulnerable to new weapons of warfare?
(main idea/supporting details)



As the Middle Ages came to a close, the feudal system, a government based on military force, was slowly shifting to a government based upon law. This trend meant that the military value of both castles and knights was gradually becoming outdated. Eventually, castles lost their importance as fortresses, and knights lost their importance as soldiers on horseback.



These ruins are located in Morocco, on the northern coast of Africa.



Today, the ruins of castles stand as stone monuments to another time. They serve as a reminder of the Middle Ages and the power of kings, nobles, and knights.



Simon de Montfort lived in Kenilworth Castle, northwest of London, England.

2. What can people learn from visiting castle ruins today? *(connecting)*



Life in Medieval Times

The Castle

Reading Tips

Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/ supporting details	Use it to find the big idea, and then identify the facts and details that support it.	<ol style="list-style-type: none">1. Think about what you want to know and what you <i>already</i> know.2. Read the text and think: <i>What is the "big idea" here?</i>3. Look for information that is important to the big idea. Some facts are interesting but not important.4. The details you find may cause you to change your big idea.
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	<ol style="list-style-type: none">1. Think about what you want to know.2. Choose two events or ideas to compare and contrast.3. List important information about one event or idea.4. For each item on the list, look for information about how the other idea is the same or different.5. Look for clue words such as "similarly," "also," and "however."
Making inferences	Use it to understand information not stated directly in the text, or to "read between the lines."	<ol style="list-style-type: none">1. Think about what you want to know and what you <i>already</i> know.2. Look for clues in the text that give you new information.3. Compare this new information with what you already know to figure out what the author is saying.
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none">1. Think about what new information you want to remember.2. Think about what you already know.3. Look for connections between the new information and what you already know from experience or reading.4. These connections will help you remember the new information.
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none">1. Think about what information you need to find.2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas.3. When you find what you're looking for, slow down and read carefully.
Understanding visuals	Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines.	<ol style="list-style-type: none">1. Think about what you want to know and what you <i>already</i> know.2. Look for information that explains the visual. For example, look at labels, captions, arrows, or map keys.3. Search for the specific information you want.4. Put the information into words to help you understand the visual.