

# The Medieval World

## A Closer Look at Life in the Middle Ages

*The Medieval World* series transports students back to a period in time where alchemists searched for the elixir of life, “high tech” meant cloth was woven on a loom with a foot pedal, and a map of the world showed Europe and only some known parts of Asia and Africa. *The Medieval World* Teacher Guide allows students to learn about life in the Middle Ages and provides them with a rich perspective and understanding of their own place in the history of the world.

The lesson plans in this guide are tailored for grades 4-6 and can be used in totality or independently. They do not have to be presented in sequential order. The subjects covered include art, history, sociology, science, and writing. Students will gain a broader understanding of historical topics through engaging, hands-on lessons. The titles in the series include:

*The Life of a Knight*

*Life in a Medieval Monastery*

*Medieval Warfare*

*Life on a Medieval Manor*

*Life in a Castle*

*Science and Technology in the Middle Ages*

*Medieval Society*

*Arts and Literature in the Middle Ages*

*Places of Worship in the Middle Ages*

*Famous People of the Middle Ages*

*Women and Girls in the Middle Ages*

*Manners and Customs in the Middle Ages*

*Clothing in the Middle Ages*

*Medieval Medicine and the Plague*

*Children and Games in the Middle Ages*

*Medieval Myths, Legends, and Songs*

*Food and Feasts in the Middle Ages*

*Medieval Law and Punishment*

*Medieval Towns, Trade, and Travel*

*Medieval Projects You Can Do!*

All lesson plans included in this guide may be used in combination with one or more of *The Medieval World* books.

With this guide the classroom becomes a portal for travel back through time. Students will feel like castle architects and scholars and active observers of one of the most intriguing times in history. We invite you to jump in and ask questions with your class as you have fun learning more about the Middle Ages!

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# National Standards Correlation

Lesson Plan Title	Correlation to National Standards
<p><b>Create a Castle</b></p>	<p><b>Language Arts</b> Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p><b>Mathematics</b> Use visualization and spatial reasoning to solve problems both within and outside of mathematics.</p> <p><b>Social Studies</b> The learner can identify and use various processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.</p>
<p><b>Medieval Medicine</b></p>	<p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).</p> <p><b>Science</b> Students should develop understandings about scientific inquiry.</p> <p><b>Social Studies</b> The learner can apply knowledge of how groups and institutions work to meet individual needs and promote the common good.</p>
<p><b>Line 'Em Up</b></p>	<p><b>Language Arts</b> Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p><b>Social Studies</b> The learner can identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. The learner can identify and use various processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.</p>
<p><b>Medieval Manners</b></p>	<p><b>Language Arts</b> Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p><b>Social Studies</b> The learner can identify and use various processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.</p>

Lesson Plan Title	Correlation to National Standards
<p><b>It's Good to be King!</b></p>	<p><b>Language Arts</b> Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p><b>Social Studies</b> The learner can demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups. The learner can compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns. The learner can apply knowledge of how groups and institutions work to meet individual needs and promote the common good. The learner can give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.</p>
<p><b>Book Worms</b></p>	<p><b>Language Arts</b> Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p><b>Social Studies</b> The learner can identify and use various processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.</p>
<p><b>Across the Seven Seas</b></p>	<p><b>Language Arts</b> Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p><b>Mathematics</b> Use visualization and spatial reasoning to solve problems both within and outside of mathematics.</p> <p><b>Social Studies</b> The learner can compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns. The learner can identify and use various processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.</p>
<p><b>Tournament of Champions</b></p>	<p><b>Language Arts</b> Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>

For state specific educational standards, please visit [www.crabtreebooks.com](http://www.crabtreebooks.com).

# Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
<b>Create a Castle</b>	Art History Writing	<ul style="list-style-type: none"> <li>• creating a model of a medieval castle</li> <li>• the parts of a castle and their uses</li> </ul>
<b>Medieval Medicine</b>	History Science Writing	<ul style="list-style-type: none"> <li>• common causes of disease during the Middle Ages</li> <li>• medieval treatments for illnesses</li> <li>• writing a creative skit on medieval medicine</li> </ul>
<b>Line 'Em Up</b>	Art History	<ul style="list-style-type: none"> <li>• significant historical events</li> <li>• understanding what makes an event culturally, socially, politically, or religiously significant</li> <li>• creatively illustrating significant events</li> </ul>
<b>Medieval Manners</b>	Art History Sociology Writing	<ul style="list-style-type: none"> <li>• identifying classes of medieval society</li> <li>• the different roles and expectations in medieval society</li> <li>• comparing medieval life with life today</li> </ul>
<b>It's Good to be King!</b>	Economics History Sociology	<ul style="list-style-type: none"> <li>• the structure of the feudal system</li> <li>• forming opinions about the benefits of and reasons for feudalism</li> <li>• explaining the system in writing</li> </ul>
<b>Book Worms</b>	Art History Writing	<ul style="list-style-type: none"> <li>• bookmaking in the Middle Ages</li> <li>• understanding how challenges to bookmaking effect overall literacy</li> <li>• recreating a book in a medieval style</li> </ul>
<b>Across the Seven Seas</b>	History	<ul style="list-style-type: none"> <li>• early navigation instruments</li> <li>• challenges in medieval navigation</li> <li>• employing problem-solving skills to respond to various situations</li> </ul>
<b>Tournament of Champions</b>	History Sociology	<ul style="list-style-type: none"> <li>• significant concepts about the Middle Ages</li> <li>• participating in a mock medieval tournament</li> </ul>

# Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
<b>Create a Castle</b>	2–3 class periods	crenel drawbridge gatehouse keep merlon moat portcullis watchtower	Check reproducibles for accuracy, spelling, and grammar. Evaluate models for detail and creativity.
<b>Medieval Medicine</b>	1–2 class period(s)	apothecary bloodletting humors	Evaluate reproducibles for accuracy. Evaluate skits for accuracy and creativity.
<b>Line ‘Em Up</b>	2 class periods	tapestry	Observe class participation. Evaluate reproducibles for accuracy. Evaluate tapestries for accuracy and creativity.
<b>Medieval Manners</b>	1–2 class period(s)	chivalry modesty moral	Evaluate manners books for accuracy, neatness, and completion.
<b>It’s Good to be King!</b>	1 class period	castle feudalism fief knight lord peasant	Evaluate reproducibles for understanding of main concepts and accuracy.
<b>Book Worms</b>	1–2 class period(s)	illumination manuscript parchment	Observe class participation and cooperation. Evaluate students’ books for accuracy, neatness, creativity, and spelling.
<b>Across the Seven Seas</b>	1–2 class period(s)	astrolabe quadrant	Observe student participation. Review groups’ lists and travel logs.
<b>Tournament of Champions</b>	1 class period	herald list	Observe students’ participation during the review game.

# Create a Castle

## A Lesson on Castle Construction

### Content

Students will learn about life in a medieval castle and construct a model of a castle.

#### National Standards

The following standards will be addressed in the lesson:

##### Language Arts

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

##### Mathematics

Use visualization and spatial reasoning to solve problems both within and outside of mathematics.

##### Social Studies

The learner can identify and use various processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.

#### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Logical-Mathematical



Visual-Spatial



Verbal-Linguistic

### Prerequisites

Students should read the books *Life in a Castle* and *Medieval Warfare* before proceeding with the lesson. They should review the different parts of a castle and the purpose each part serves.

### Materials

- *Life in a Castle* and *Medieval Warfare* books
- student copies of *Create a Castle* reproducible
- cardboard boxes of various sizes
- construction paper
- string or pipe cleaners
- toothpicks or wooden craft sticks
- scissors
- glue
- pen or pencil
- markers or paints

### Instructional Procedure

#### Anticipatory Set

Ask students to think about the purpose that castles served in medieval society. Ask students to name famous castles that they may have seen or read about. (Examples may include The Tower of London and Windsor Castle in England, Angers in France, Alhambra in Spain, etc.) Ask the class: *Why do you think people built castles?* (for protection from enemies and for shelter)

#### Class Discussion

Tell students that during the Middle Ages common people did not live in castles. Castles were occupied by kings and nobles, who built their castles on high ground near lakes or rivers. Early castles were constructed of wood, but this material eventually rotted in wet weather and did not provide the best protection from an enemy's weapons. Although stone was more expensive than wood, it proved to be a superior material for constructing castles. Stone castles took longer to build, but they lasted longer than wood and provided better protection from weapons.

Show students pictures of castles in *Life in a Castle* and *Medieval Warfare*. Explain that enemies attempted to capture a castle in one of two ways: by direct attack or by siege, which means the enemy surrounded the castle, cut off food and supplies to the castle, and waited for the inhabitants to surrender. Call attention to pages 20–21 in *Medieval Warfare* to point out the ways in which an enemy stormed a castle.

### Objectives

The student will be able to...

- create a model of a medieval castle
- identify different parts of the castle and explain their uses

## Activity

Tell students that they are going to build a model of a medieval castle out of cardboard boxes and other materials. Distribute the *Create a Castle* reproducible to students. Have students complete the worksheet. When they have finished, discuss the purposes of the following features of a castle: *crenel*, *drawbridge*, *gatehouse*, *keep*, *merlon*, *moat*, *portcullis*, and *watchtower*. Distribute castle-building materials to students. Then, tell students they will work with a partner to build their castle. Suggest that they work from a photograph or drawing of a castle, if they wish. Remind them to include in their model all the parts of the castle that they labeled on the reproducible. They should also be sure to label these parts clearly on their models.

## Accommodations and Extensions

Allow students to work in mixed-ability groups to complete the reproducible.

As an extension, students can build a cross-section model of the interior of the keep and label the following parts: *armory*, *chapel*, *cistern*, *dungeon*, *great hall*, *keep's entrance*, *solar*, and *storeroom*. Or, students may wish to extend their models, showing the castle under attack as the enemy attempts to circumvent the castle's defenses.

## Closure

Have students speculate what life would have been like living in a medieval castle. Ask students if they would have liked living in a castle during the Middle Ages. Ask them: *What features in a home do you take for granted that are missing in a castle?*

## Assessment

Check the reproducibles for accuracy, spelling, and grammar. Check that all the parts of a castle listed on the reproducible are included and clearly labeled on student models. Evaluate models for detail and creativity.

# Medieval Medicine

## A Lesson on the Treatment of Illness during the Middle Ages

### Content

Students will become familiar with medieval treatments for illness. They will also understand the scientific climate of the Middle Ages, and therefore, understand the reasons why these treatments were used at that time.

#### National Standards

The following standards will be addressed in the lesson:

##### Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).

##### Science

Students should develop understandings about scientific inquiry.

##### Social Studies

The learner can apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

#### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Interpersonal



Verbal-Linguistic



Visual-Spatial

### Prerequisites

Students should read *Medieval Medicine and the Plague* to learn about how medieval barbers, apothecaries, women, and doctors treated illnesses.

### Materials

- *Medieval Medicine and the Plague*
- *Medieval Medicine* reproducible
- paper
- pencils

### Instructional Procedure

#### Anticipatory Set

Ask students to name some common illnesses and modern treatments for these illnesses. Point out that, unlike medieval doctors, doctors today use the scientific method in their study and treatment of diseases. For example, in order to find the most effective cure for a disease, scientists study the disease, propose different treatments, conduct tests, and record data to determine which treatments are most effective.

#### Class Discussion

Discuss with students some circumstances of medieval life—such as poor hygiene, limited diet, and lack of sanitation—that contributed to illness and the spread of disease. For example, a lack of fresh fruits and vegetables causes a lack of vitamin C and results in scurvy, a disease that loosens teeth and makes gums spongy. Remind students that people living in medieval times did not have access to the scientific knowledge that we have today regarding vitamins, bacteria, viruses, and vaccines. For instance, the microscope, which allows scientists to see bacteria, was not invented until 1674.

### Objectives

The student will be able to...

- discuss some common causes of disease during the Middle Ages
- discuss medieval treatments for illnesses
- discuss the reasons why these treatments were advocated

## Activity

Distribute the *Medieval Medicine* reproducible to students. Tell students to work independently to find the medieval medical treatment in column two that corresponds to each ailment listed in column one on the reproducible. After students have completed the second column, have students work as a class to fill in the third column regarding what they know about modern medical treatments for the same ailment.

Next, divide students into small groups and have them work together to write a short skit about the treatment of illnesses during medieval times. Students will use information found in *Medieval Medicine and the Plague* in order to write their skits. Discuss some possible roles—such as doctor, barber, apothecary—and medical conditions that students might include in their skits. Remind students that they can use their reproducibles as an aid when writing their skits. Treatments mentioned in the skit must correspond to information found in *Medieval Medicine and the Plague*. Then, have students perform their skits for their classmates. Before the performance, however, caution students not to try any of these “medical” treatments themselves.

## Accommodations and Extensions

Allow mixed-ability pairs to fill out the medieval medicine chart together.

As an extension, students can research modern treatments for the ailments on the chart at the library or on the Internet.

## Closure

Have students compare and contrast what was known about illnesses during the Middle Ages and what is known about them today. Ask: *Which medieval treatments are still used in some form today? Which medieval treatments were probably harmful? Why?*

## Assessment

Review reproducibles for accuracy of information. Note students’ creativity and accuracy in performing their skits.

# Line 'Em Up

## A Lesson on Historic Events During the Middle Ages

### Content

Students will recall and record many of the political, social, cultural, and religious changes that took place during the 1000 years of the Middle Ages. They will be able to understand trends over time, and categorize events as politically, socially, culturally, or religiously significant.

### National Standards

The following standards will be addressed in the lesson:

#### Language Arts

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.

#### Social Studies

The learner can identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

The learner can identify and use various processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.

### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Verbal-Linguistic



Visual-Spatial

### Prerequisites

Students should read books in *The Medieval World* series, such as *Famous People of the Medieval Ages*, *Science and Technology in the Middle Ages*, and *Arts and Literature in the Middle Ages*, to familiarize themselves with some of the main events that occurred during the Middle Ages.

### Materials

- books in the *Medieval World* series
- whiteboard and markers or chalkboard and chalk
- *Line 'Em Up* reproducible
- paper and pens or pencils
- 4 long strips of plain cloth, about 28" by 8" each
- fabric glue and fabric pens
- scissors
- small pieces of fabric in various types and colors
- beads, ribbons, fringe, sequins, and other trimmings

### Instructional Procedure

#### Anticipatory Set

Ask students to recall what time period the Middle Ages span (A.D. 500–1500). Remind them of the many advancements and cultural changes that can happen over a period of time as long as the Middle Ages. Remind students of the different forms of art that medieval people produced, including tapestries. Ask students to recall some of the purposes that tapestries served (to record religious or historical events; to teach religious doctrine; to tell stories; to decorate). Explain to students that they will make their own “tapestries” as time lines for the Middle Ages.

#### Class Discussion

Ask students to list some of the different aspects of medieval life they have studied as a class. Discuss with students the different ways in which a historical event can be significant—such as politically, socially, culturally, or religiously. The Battle of Hastings in 1066, for example, had political, social, and cultural significance: it resulted in a change in leadership politically with the ascension of a new king and socially with the rise of a new class of nobles (those whom the new king favored). The new nobles affected the social order by bringing their customs (Norman-French), including new ways to treat other members of society like women and peasants. Culturally the event was significant because it began the dominance of a new language (Norman French) and resulted in lasting artifacts and artwork (the Domesday Book, the Bayeux Tapestry).

### Objectives

The student will be able to...

- identify significant historic events during the Middle Ages
- understand what makes an event politically, socially, culturally, or religiously significant
- understand and discuss how historical events can be significant in more than one way

Ask students to list general areas of medieval life that they have studied while you copy their list on the board. Prompt students by asking them to discuss what has interested them about the Middle Ages. Point out how each event or area of interest can be categorized as *political, social, cultural, religious*, or some combination of all four. As a class, categorize the areas of interest the students have listed for you. (For example, “knights” and “castles” can be categorized as political and social topics.)

### Activity

Organize students into four groups. Give each group a copy of the *Line ‘Em Up* reproducible. Assign each group a general theme on which to focus: political, social, cultural, or religious. Tell students that they are to look in the books of *The Medieval World* series and look for events on the time lines in the beginning of each book that fall under their group’s general theme. Remind them that an event may fall under more than one theme; like the Battle of Hastings, it may have multiple levels of significance.

After groups have completed their reproducibles, give them the long strips of cloth, fabric pens, fabric glue, scissors, pieces of fabric, and decorations. Groups should use their reproducibles to make their tapestries by dividing their strips of cloth into one part for each item on their time line. They should use their fabric pens to note the year and the event, and illustrate the event with the pieces of fabric and decorations. Encourage groups to sketch designs on paper before they execute them on their tapestries.

When all groups have finished, hang the medieval time lines around the room.

### Accommodations and Extensions

As an accommodation, provide a list of specific events (with dates) on the board, copied from the time lines in *The Medieval World* series. Sort the events as a class, first by the general themes, and then chronologically. Allow students to copy the board to complete their reproducibles and make their tapestries.

As an extension, challenge students to create individual time lines of the world outside Europe between A.D. 500–1500. (Time lines should include reference to Africa, China, Japan, the Middle East, and Central and South America.)

### Closure

Call on students to read aloud from the tapestries the class has created. Ask students what trends they see from these time lines. Ask the class: *Why did coats of arms start to be used only after knights wore armor and chain mail?* (coats of arms were needed to identify knights dressed in full armor) Remind students that cause and effect relationships can often be seen by studying chronological events in a time line.

### Assessment

Observe participation during class discussion time and cooperation during group time. Review students’ reproducibles for accuracy of information, neatness, and spelling. Check tapestries for creativity and accuracy.

# Medieval Manners

## A Lesson on Social Customs in the Middle Ages

### Content

Students will create a medieval book of manners for a member of medieval society they find interesting. They will understand the particular challenges for and expectations of their member of society, and have a class discussion about how medieval society differs from society today.

### National Standards

The following standards will be addressed in the lesson:

#### Language Arts

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

#### Social Studies

The learner can identify and use various processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.

### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Verbal-Linguistic



Visual-Spatial

### Prerequisites

Students should read books in *The Medieval World* series, such as *The Life of a Knight*, *Life in a Medieval Monastery*, and *Women and Girls in the Middle Ages*, before proceeding with the lesson.

### Materials

- books from *The Medieval World* series
- construction paper and writing paper
- pens or pencils
- crayons, markers, or colored pencils

### Instructional Procedure

#### Anticipatory Set

Ask students to recall some types of people they studied from the Middle Ages. (nobles, knights, ladies, monks, peasants, merchants) What groups of people did they find most interesting to study? What were they most surprised to learn? Encourage individual responses. Remind students that each of them may find a different class of medieval society appealing, based on what they each find interesting.

#### Class Discussion

##### Part I: Pre-Activity

Ask students to recall what they know about the various groups they listed. Engage the class in a discussion about what different responsibilities each medieval social class had. Ask students: *What code of conduct was each group expected to follow? How were these traditions and expectations passed on?* Remind students about medieval manners books, which became popular in the later Middle Ages. Discuss with the class what purpose these books served, and at whom they were most frequently aimed.

##### Part II: Post-Activity

Ask student volunteers to come up and share their books with the class. Engage students in a discussion about how expectations for certain members of society have changed over time. Ask them: *Are there knights today? How are modern women supposed to behave? What do we expect of people at the top of society?* Encourage students to consider the social freedom of modern times in light of the strict hierarchy of the Middle Ages.

### Objectives

The student will be able to...

- identify individual members and classes of medieval society
- understand the different roles held by members of medieval society, and the different expectations that came along with those roles
- compare the reality of medieval life with life today

## Activity

Give each student two sheets of lined writing paper, a sheet of construction paper, a pen or pencil, and drawing and coloring implements. Explain to the class that each student is going to write his or her own “manners book” for a particular member of medieval society. Students interested in knights and warfare might write a book on chivalry; other students might choose to write a manual for noble ladies, or merchants, peasant farmers, or barbers and apothecaries. The first page of their books should tell what their member of society should do. (For example, “A knight should be kind to others.”) The second page should tell what their member of society should not do. (For example, “A knight should not hurt innocent people.”) Explain that for this assignment students should use what they have learned in *The Medieval World* series to include real medieval advice and expectations for this group in society. Then they should illustrate their books to help convey meaning. Have students create a title page for their books from the construction paper, which they should illustrate as well.

## Accommodations and Extensions

As an accommodation, provide a template to guide students through the writing process.

For an extension, assign students a specific individual in society to study, such as *reeve*, *monk*, *abbess*, or *guildsman*, instead of more general categories such as *noble* or *knight*. Have students do extra research about their individual in the books, online, or at the library.

## Closure

Ask students if they think social rules and expectations have changed for the better since the Middle Ages, or if any aspects of medieval society might benefit us today. Encourage all thoughtful and reasonable responses.

## Assessment

Evaluate students’ manners books for accuracy, spelling and grammar, neatness, and completion.

# It's Good to be King!

## A Lesson on the Political and Social System of the Middle Ages

### Content

Students will learn about feudalism and understand why the system lasted for so long by participating in a simulation as a class. Then they will reflect on the experience by writing a postcard to someone as if they have traveled back in time.

### National Standards

The following standards will be addressed in the lesson:

#### Language Arts

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

#### Social Studies

The learner can demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.

The learner can compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.

The learner can apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

The learner can give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.

### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Interpersonal



Verbal-Linguistic



Logical-Mathematical



Visual-Spatial

### Objectives

The student will be able to...

- define *castle*, *feudalism*, *fief*, *knight*, *lord*, and *peasant*
- understand how the political, social, and economic system of feudalism worked and why it lasted for so long
- apply knowledge of feudalism by writing and illustrating a postcard

### Prerequisites

Students should read books in *The Medieval World* series. They should focus on sections and books featuring knights, warfare and castles, and medieval society.

### Materials

- *The Medieval World* books
- whiteboard and markers
- ID cards, one per student\*
- 150 pennies
- writing implements and notebooks, one per student
- student copies of the *It's Good to be King!* reproducible
- colored pencils, crayons, or markers

\*Before beginning the lesson, write social titles on strips of paper. One will be the king, one will be a great lord, one will be a lesser noble, one will be a knight, and the rest will be peasants.

### Instructional Procedure

#### Anticipatory Set

Have students imagine that they have traveled back in time to the Middle Ages. Ask them what people and things they expect to see upon stepping out of the time machine. Write their responses on the board.

#### Class Discussion

If students have not listed *castle*, *feudalism*, *fief*, *knight*, *lord*, or *peasant*, define these terms with the students. Draw a graphic organizer on the board that shows these terms in relation to one another: place the king at the top, followed by lords, lesser nobles, knights, and peasants. Then ask students if they would rather be a king, lord, knight, or peasant in this society and why. Encourage them to discuss their choices in pairs or as a class.

## Activity

### *Part I: Experience Feudalism*

Explain to students that they are going to recreate feudalism in the classroom. Distribute the ID cards. You may want students to randomly draw ID card from a container. While they are drawing their IDs, emphasize that one's birth—over which one has no control—determined one's station in life during the Middle Ages. This randomness is similar to the drawing. After the students know their identity, have them write it down in their notebooks.

Before starting the simulation, tell students that they will be silent participants and follow your directions. They should write down at least three things they notice while participating in the simulation.

Distribute the pennies equally to all students. Tell students that the pennies represent food and that it is harvest time. Direct the peasants to give all but one penny each to their knight. (The knight now has the majority of the pennies.) Next, have the knight give all but five pennies to the lesser noble. (The lesser noble now has the majority of the pennies.) The lesser noble should give all but seven pennies to the great lord, who should give all but ten pennies to the king.

Inform the students that the king is throwing a feast in the great hall. Have the king give two pennies back to the great lord and one each to the lesser noble and the knight, because they are guests at this party.

Remind students that kingdoms were subject to attack. Tell them that Vikings have arrived and the king needs to defend the kingdom from attack. To defend the kingdom, the king will distribute 30 coins among the lord, noble and knight, in exchange for weapons.

### *Part II: Explain Feudalism*

Make sure students have written observations in their notebooks. Debrief the simulation by asking them to share what they wrote. Ask them if this system is fair.

After a brief discussion, distribute the reproducible. The students will create a postcard (complete with illustration) that they would send to someone who has never experienced feudalism. Students may need to complete the postcard for homework.

## Accommodations and Extensions

Students who are absent during the simulation can read their peers' notes before making the postcard.

Students can complete Part II of the activity without completing Part I.

As an extension, have students write a paragraph in which they compare feudalism to capitalism.

## Closure

Ask students what they think about how medieval peasants were treated, and why they did not rise up against the nobles. If necessary, explain that the peasants had no choice but to give their harvest to the knights and nobles. During times of need (war, famine), the king was responsible for protecting and feeding the various members of his kingdom.

## Assessment

Assess students' reproducibles for understanding of main concepts, accuracy of information, and proper letter writing conventions.

# Book Worms

## A Lesson on Bookmaking in the Middle Ages

### Content

Students will research the manufacturing of books in the Middle Ages. Students will attempt to recreate a book using medieval methods.

### National Standards

The following standards will be addressed in the lesson:

#### Language Arts

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.

#### Social Studies

The learner can identify and use various processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.

### Multiple Intelligences

The following intelligences will be activated throughout the lesson:

-  Interpersonal
-  Verbal-Linguistic
-  Visual-Spatial

### Prerequisites

Students should read books in *The Medieval World* series, particularly *Science and Technology in the Middle Ages*.

### Materials

- *Science and Technology in the Middle Ages*
- student copies of the *Book Worms* reproducible
- parchment or other paper that looks old
- old-fashioned calligraphy pens with inkwells or fountain pens
- fine point markers; gold and silver metallic pens
- hole punch
- yarn, string, or thick embroidery thread for binding books
- heavy cardstock, two sheets for every four students
- beads, ribbons, sequins, and other trimmings
- glue

### Instructional Procedure

#### Anticipatory Set

Ask students to name their favorite books. How long are they? Do they have any pictures? How many copies of that book would they guess exist, just in English, right now? Discuss what they think it would be like if every copy of that book had to be handwritten.

#### Class Discussion

Ask the class to remind you what they have learned about bookmaking in the Middle Ages. Review the terms *parchment*, *manuscript*, and *illumination*. Ask them what they think it is like to make books today, (computers print everything very quickly; people can type faster than they can write by hand; it is easy to make multiple copies) and how this is different from bookmaking in the Middle Ages. (people had to copy books by hand; paper-making was also difficult; they couldn't run to the store to buy supplies; bookmakers had to share supplies) Ask students to consider the relationship between how easy it is to make and get books, and how many people can read. Remind them that the difficulty in making books in the Middle Ages made books very expensive. Ask them who they think could afford to buy books and how that might affect who can learn from them.

### Objectives

The student will be able to...

- understand and discuss how books were made in the Middle Ages
- understand how challenges to bookmaking made it harder for people to buy, own, and read books, and affected overall literacy
- attempt to recreate a book in a medieval style

## Activity

Organize students into pairs. Each pair will work together and also with another pair. Give each pair a calligraphy pen and ink, or a fountain pen. Give coloring supplies only to every two pairs, who will have to share their implements. Give each student a sheet of parchment paper, and every two pairs two sheets of cardstock and some string. Give a single copy of the *Book Worms* reproducible to every four students. Each student will copy one “page” from the reproducible.

Explain to students that because of the scarcity of writing supplies in the Middle Ages, they have to share their tools and the “book” they are copying from (the reproducible) with each other. They can cross out or draw pictures over any mistakes they make, but they will only have one piece of paper each to work on. After they take turns copying the pages from the reproducible, they should work together to illustrate their pages, including the margins, using the markers and pens. Finally, the group should bind their books together, using the cardstock as front and back covers, the hole punch to create two holes for the binding, and the string or yarn to bind the books. Then they should decorate the covers of the books with beads, sequins, and other types of trimming that they glue in place. Finished books can be assembled in a medieval class library. (To complete the medieval effect, have students make paper chains or paperclip chains to “attach” their books to the shelves.)

## Accommodations and Extensions

As an accommodation, allow students to use a story that they have already read in class to copy into their books, so that they will be familiar with it. Allow students to copy only the first sentence of the reproducible.

As an extension, have students use Internet or library resources to research further into medieval bookmaking techniques, including how parchment, ink, and pens were made. Have them write reports by hand to include inside their medieval books.

## Closure

Ask students what they have learned about books from this activity. Do they have a greater understanding or appreciation of the printing process? Ask them again what they think life would be like if the printing press had never been invented and we still had to copy books the medieval way. Encourage them to see that the availability of books affects every aspect of science and technology. If the printing press had not been invented, we might be in similar situations as people living in medieval times.

## Assessment

Observe participation during class discussion time and cooperation during group time. Review students’ books for accuracy of information, neatness, and creativity.

# Across the Seven Seas

## A Lesson on Ocean Travel in the Middle Ages

### Content

Students will research traveling by sea in the Middle Ages, including instruments and methods of navigation and survival on the high seas.

#### National Standards

The following standards will be addressed in the lesson:

##### Language Arts

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

##### Mathematics

Use visualization and spatial reasoning to solve problems both within and outside of mathematics.

##### Social Studies

The learner can compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.

The learner can identify and use various processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.

#### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Logical-Mathematical



Verbal-Linguistic



Visual-Spatial

### Prerequisites

Students should read *Science and Technology in the Middle Ages* and *Medieval Towns, Trade, and Travel* from *The Medieval World* series before proceeding with the lesson.

### Materials

- *Science and Technology in the Middle Ages* and *Medieval Towns, Trade, and Travel* books
- whiteboard and markers or chalkboard and chalk
- *Across the Seven Seas* reproducible, cut into strips
- a hat, bowl, or paper bag
- paper and pens or pencils

### Instructional Procedure

#### Anticipatory Set

Ask students about any trips or vacations that they have taken or would like to take. Ask them to think about how they traveled—did they go by car or bus, train, airplane, or ship? Ask students how long it takes to get somewhere a hundred miles away. Two hundred? A thousand? Compare the length of traveling now to that of the Middle Ages. What is the fastest way of traveling somewhere nowadays? (airplane or space shuttle) What was the fastest way of traveling somewhere during the Middle Ages? (ship)

#### Class Discussion

Ask students what they recall about sea travel during the Middle Ages. On the board, make a three-column chart of *Risks*, *Benefits*, and *Supplies*. Prompt students to help you fill out the chart. Help them to see that risks might include more than “pirates” or “storms”—risks could also include getting lost, or getting sick and dying on a journey. Have them refer to *Science and Technology in the Middle Ages* to help them list supplies, including specific navigational instruments, medicines, food and water. (Remind students that ocean water is not potable—that is, humans cannot drink it because of its salt content, so seafarers would have to bring their own drinking water with them.)

### Objectives

The student will be able to...

- demonstrate understanding of sea travel in the Middle Ages, including the challenges, dangers, and benefits of it
- pick appropriate solutions to navigation problems posed in a historical context
- discuss why sea travel was important and beneficial, despite the risks involved

## Activity

Explain to the class that you are going to participate in a medieval seafaring simulation. Divide the class into two crews. Have each crew elect a captain. Give each crew paper and pens or pencils. One sheet of paper will be the crew's travel log, which the captain will write. On another sheet of paper, the crews must develop their own list of specific supplies to take on their journey. They can use the chart on the board to help them. Each list can have only ten items. After five minutes, review how many items are on each list. Tell students they have to take any two items off of their list to make room for cargo of silk and spices. Give them time to discuss as a group what items they can spare.

Now call on a crew member from each team to pick a situation out of the hat. Read it aloud to students. Tell them that they have to come up with a credible solution to this new problem using only the supplies on their list. Once the group decides what to do, the captain records their problem and their solution in the ship's "travel log." When all the situations have been drawn and each team has come up with a solution for each problem, have the groups share the events of their travel logs with the class. Discuss how effective their solutions might have been.

## Accommodations and Extensions

As an accommodation, allow both groups to use the exact list of supplies that the class generated on the board.

As an extension, list only *Risks* and *Benefits* on the board during class discussion. Give students time to use Internet or library resources to learn more about navigation and sea travel in the Middle Ages. Challenge them to cross off supplies once they have used them, and try to solve the next situations without repeating supplies.

## Closure

Ask students what they learned about the risks and challenges of sea travel during the Middle Ages compared to now. Discuss how their opinions or understanding of modern travel has changed.

## Assessment

Observe student participation during class discussion and group time. Review groups' lists and travel logs for neatness.

# Tournament of Champions

## A Lesson in Review on the Middle Ages

### Content

Students will review the content of the *Medieval World* series by playing in a class tournament, with a medieval theme and questions about the books in the series.

### National Standards

The following standards will be addressed in the lesson:

#### Language Arts

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Interpersonal



Verbal-Linguistic



Visual-Spatial

### Prerequisites

Students should read books in *The Medieval World* series before proceeding with the lesson.

### Materials

- construction paper
- crayons, colored pencils, or markers
- pens or pencils
- *Tournament of Champions Questions* reproducible
- *Tournament of Champions Cards* reproducible with the cards cut out

### Instructional Procedure

#### Anticipatory Set

Explain to students that they will review what they have learned from reading books in the *Medieval World* series with a fun review game.

#### Classroom Discussion

Ask students to recall what they have learned about knightly tournaments and coats of arms. Ask them: *Why did knights participate in tournaments?* (to keep them fit for battle and provide entertainments in peacetime) Explain that today's tournament will keep students mentally fit for their medieval assessment. Ask the class: *What purposes did coats of arms serve?* (to identify knights in armor; later, to identify family name and relationships)

### Objectives

The student will be able to...

- answer questions about the Middle Ages based on content taught in class
- understand the ideas of heraldry and chivalry
- cooperate with others in an organized class game

## Activity

Divide the class into two teams of knights. Assign one student to be the herald and one to be the king or queen (or the teacher may assume that role). Each team may choose a lady-in-waiting or a squire to be the team scorekeeper. Allow each team of knights to develop its own team coat of arms on the construction paper. (If the class wants to play knights versus ladies, remind students that a lady's coat of arms takes a diamond shape, while a knight's is on a shield shape.)

Draw a line on the board dividing it into two halves, one for each team. Have the team scorekeepers tape up the team arms on opposite sides of the line. The line on the board will also act as the center of the "list" for the tournament. (Or, clear a narrow lane in the center of the room and put a strip of masking tape to mark the center.) The king or queen and herald should stand or sit near this line, facing the list. Shuffle and pile the game cards face down and give them to the king or queen. Each team should line up on opposite ends of the "list", facing the center line. The first knight in each line will face-off in a "joust" for his or her team. Explain to the teams that it should take three steps for a knight to reach the center of the list.

To begin, the herald reads a question from the reproducible. The first knight to answer it correctly takes a step towards the center line. Every time a knight answers a question correctly, his or her team gets a point. The first knight to answer three questions correctly reaches the center of the list, indicating that he or she has knocked the other knight from his or her horse. The winning knight's team then gets two points, and each knight moves to the back of his or her team line. If neither knight has reached the center after five questions have been read, the knights must retreat and allow the next players from their teams to enter the list. Each time a team reaches an increment of five points, the king or queen stops the game and reads the top game card aloud. Points and play must be redirected as specified on the card. Play continues until all the review questions have been asked. The team with the most points can "capture" the other team's arms, or have small prizes dispensed by the king or queen.

## Accommodations and Extensions

As an accommodation, allow any member of the teams to shout out the answers to the herald's questions.

A knight can still advance, so long as his or her team gives the correct answer. Also, allow students to study the question sheet for a few minutes before they play the game.

For an extension, have students search through the books to create their own questions, which the herald will then read.

## Closure

Review any questions or concepts that seemed especially difficult to students as they played the game. Ask them what they thought the most interesting aspect of the review game was, and why.

## Assessment

Observe students' participation during the review game. Note any questions that seem especially difficult for students.

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# Create a Castle

**Directions:** Define the parts of a castle listed below. Then, use *Life in a Castle* and *Medieval Warfare* or a reference source to draw a picture of each term on the back of this sheet.

1. crenel

2. drawbridge

3. gatehouse

4. keep

5. merlon

6. moat

7. portcullis

8. watchtower

# Medieval Medicine

**Directions:** Describe the medieval medical treatment for the illnesses on the chart. Then, fill in what you may already know about how the illness is treated today.

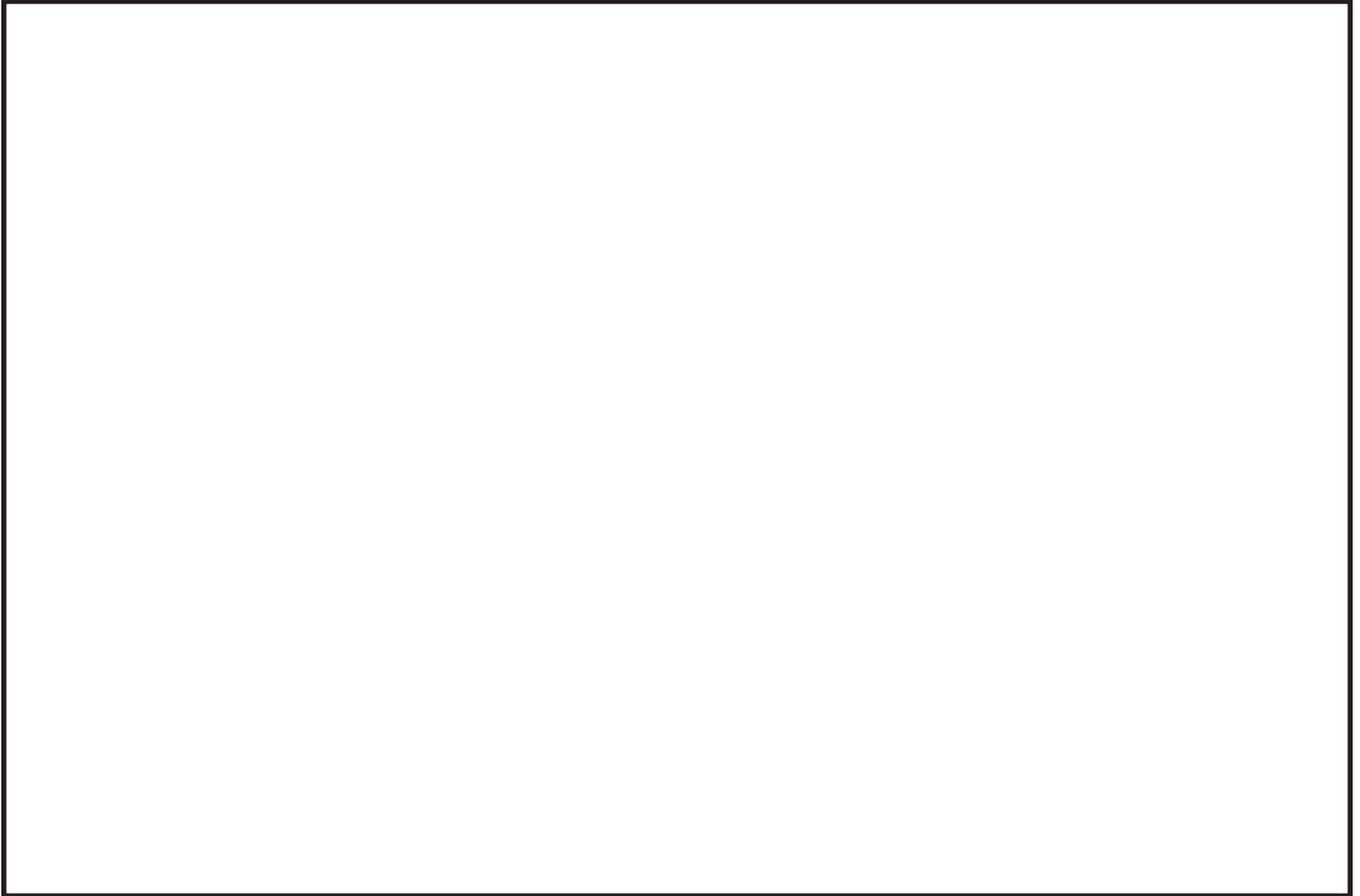
<b>Condition/Illness</b>	<b>Medieval Medical Treatment</b>	<b>What I Know about Today's Treatment of the Illness</b>
<b>Toothaches</b>		
<b>Headaches</b>		
<b>Warts</b>		
<b>Asthma</b>		
<b>Earaches</b>		
<b>Broken Bones</b>		
<b>Bleeding</b>		
<b>Eye Problems</b>		
<b>Colds</b>		



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

## It's Good to be King!

**Directions:** Write a postcard to someone who was unable to travel back in time with you. Draw a picture illustrating feudalism in the box. Then write your letter on the lines below, explaining what feudalism is and why people participated in it.



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# Book Worms

Page 1

## The Greatest Knight at King Arthur's Table by N. Awther

Many say that the greatest knight at King Arthur's Round Table was Lancelot. To others, the best was Galahad. If you ask around for the bravest or the strongest, you might hear (depending on whom you ask) that it was Gawain, or Bedivere. But none of those knights, if you ask me (and I should know!) can ever compare to someone so many have already forgotten. . . .

The greatest knight at Arthur's Table, if you ask an old wizard like me, was my daughter, Marlina Merline Mary May.

I, of course, am Merlin.

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Page 2

Marlina Merline Mary May was born when I was well past 120. She did not like magic nearly as much as she liked horseback riding and jousting. By seven she was better with a sword than many squires twice her age. But the simplest spells would frustrate her.

I could see that Marlina Merline did not want to be King Arthur's magician after I retired. I asked her what she wanted to be. Of course she said "A knight." But I knew King Arthur would not want a lady fighting in armor. I asked, "Wouldn't you rather be a lady-in-waiting to the queen?"

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Page 3

Marlina Merline just sniffed at me.

"Who wants to sit around all day as a lady-in-waiting? No, a knight is the thing for me." To prove it, she tapped her heel with the tip of her wand. Instant armor covered her, head to toe. I didn't need my crystal ball to tell me I wasn't going to win this one. I went to see the king.

Arthur was usually happy to see me. But he was not happy when I told him what Marlina had to say. "She wants to be a knight? But who will be my court magician after you leave?" I said maybe the court wouldn't have a magician. He was not pleased.

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Page 4

A tournament was held later that week, and an unknown knight showed up outside the lists.

"Your name, Knight?" the herald asked.

"Sir Melvin," said a dreadful voice behind the mask. His tone was fierce as his fighting. Soon all of Arthur's knights were nursing bruises and broken lances. "Sir," said the king, "you have beaten my knights! I would be foolish not to ask you to join them. Come sit at the Round Table. I'll declare you a knight of the realm."

"A knight of the realm," said the voice, and Melvin took off his mask. He was a she! It was my clever Marlina Merline Mary May. She took her seat at the Round Table, smiling at me.

# Across the Seven Seas

**Your ship is caught in a storm and blown off course. How do you get back on your way?**

**Cloudy skies make it impossible to see the stars—for the third night in a row. What do you do?**

**Rats in the cargo hold have been eating your food supplies! You have five days left at sea but almost no food. What can you do?**

**Three of your crew members have come down with an unknown illness. They have high fevers. Some of your crew is worried that it might be the plague. What can you do?**

**Nonstop rain has been pouring for two days. What do you do with the excess water?**

**Your astrolabe is broken! What do you do?**

# Tournament of Champions Review Questions

**Directions:** Read the question aloud. (Answers are in parentheses!)

- 1) Name one famous medieval warrior. (Answers may include Charlemagne, El Cid, Saladin, William Wallace, Genghis Khan, Minamoto Yoshiie or Joan of Arc.)
- 2) The \_\_\_\_ were the lowest class in medieval society. (peasants/serfs)
- 3) A weapon used to fling objects over a castle wall was called a \_\_\_\_\_. (catapult)
- 4) This person promises loyalty to a lord in exchange for land and protection. (a vassal)
- 5) People who committed crimes in towns were often sentenced to the \_\_\_\_\_. (stocks)
- 6) People who studied the art of telling stories and poems were called \_\_\_\_\_. (bards)
- 7) \_\_\_\_\_ was a female doctor who helped women give birth at home. (a midwife)
- 8) What is the name of the ceremony to crown a king or queen? (a coronation)
- 9) The series of wars fought around the city of Jerusalem are called the \_\_\_\_\_. (crusades)
- 10) Name one important explorer during the Middle Ages. (Answers may include Leif Eriksson, Erik the Red, Marco Polo, or Christopher Columbus)
- 11) What was the code of conduct that required knights to be brave and kind? (chivalry)
- 12) In the Middle Ages, religious men lived, worked, and prayed at a \_\_\_\_\_, while religious women lived, worked, and prayed in a \_\_\_\_\_. (monastery for men, convent for women)
- 13) Castles in the Middle Ages usually had \_\_\_\_\_ around them, which were often filled with water to keep out invaders. (moats)
- 14) When a man was made a knight, he was \_\_\_\_\_ by being touched on the shoulder with a sword. (dubbed)
- 15) What is the name of the popular peasant drink made of grains? (ale)
- 16) Attackers often attempted to bash in castle gates using \_\_\_\_\_. (battering rams)
- 17) A market of small shops and stalls in the Middle East was called a \_\_\_\_\_. (bazaar)
- 18) Europe in the Middle Ages had a \_\_\_\_\_ society, with a small group of powerful people and a large group of peasants. (feudal)
- 19) Someone who learns a trade by working for someone more experienced is an \_\_\_\_\_. (apprentice)
- 20) In Medieval society, a person who made and sold medicines and herbs was an \_\_\_\_\_. (apothecary)
- 21) People in the Middle Ages ranked their food based on importance. The most important food came from \_\_\_\_\_. (the sky)
- 22) Grain was turned into flour at the \_\_\_\_\_. (mill)
- 23) Medieval medicinal beliefs revolved around the idea that everyone had four \_\_\_\_\_. (humors)
- 24) A person who entertains by singing or playing an instrument is called a \_\_\_\_\_. (minstrel)
- 25) Knights and noble families identified themselves using specific designs and colors on a \_\_\_\_\_. (coat of arms)
- 26) The family and close followers of a king made up his \_\_\_\_\_. (court)
- 27) Many Christians in the Middle Ages went on \_\_\_\_\_ to visit churches and shrines that honored saints. (pilgrimages)
- 28) The use of flying \_\_\_\_\_ to support the walls allowed architects to build much larger cathedrals during the Middle Ages. (buttresses)
- 29) Squires often played this sport of fighting with long, thin swords. (fencing)
- 30) Medieval plays based on stories from the Bible, or containing Christian morals were called \_\_\_\_\_. (mystery plays)

# Tournament of Champions Playing Cards

**Vikings are raiding your village! Lose 3 points.**

**Plague!! Your knight retreats 2 steps.**

**Your knight has caught poachers in the lord's forest. Your team gets 2 points.**

**Your knight has won the queen's favor. Advance 1 step.**

**Peasants are harvesting grain and paying their taxes. Each team gets 2 points.**

**The serfs are rebelling! Give the other team 2 of your points to keep them happy.**

**Tithe to the monastery. Each team loses 1 point.**

**Your steed has lost his shoe! Leave the list and let the next teammate take your place.**

**A crusade has been called! Each knight must leave the list or give up 1 point to stay.**

**The king has created a new order of knights just for you. Take 3 points from the other team.**

**Pilgrims on the way to Canterbury spend the night in your castle and use up your supplies. Lose 2 points.**

**The king and queen are celebrating the birth of their new child. Each team gets 3 points.**