Code of Chivalry

A knight is sworn to valor.
His heart knows only virtue.
His blade defends the helpless.
His might upholds the weak.
His word speaks only truth.
His wrath undoes the wicked.
A Note to the Teacher

Your upcoming fieldtrip to Medieval Times will be one that you and your students will enjoy and remember as a highlight from this school year. The Medieval Times educational matinee supports current classroom curriculum and will provide background information for your students to be able to think critically and use their creativity as they draw conclusions about the era and make connections to present day.

The following curricular supports are available for you as you plan your unit of study. The focus of the Medieval Times matinee is the practice of chivalry and how it affected the decisions made by individuals in the era. The curriculum in the following pages are lessons and projects where students can fully develop their understanding of the practice of chivalry and why it is pertinent in our present society. In addition, there are curriculum components that review the overall lifestyle of the Medieval Era including living in castles, making a coat of arms, and living in an era of feudalism.

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Overview: The Middle Ages
The medieval era, often called the Middle Ages or the Dark Ages, began around 476 A.D. following a great loss of power throughout Europe by the Roman Empire. The Middle Ages span roughly 1,000 years, ending between 1400 and 1450. Though, in Spain, 1492 is considered the end of their medieval period and the beginning of the modern era.

The Middle Ages changed the landscape of Europe through:
• A surge in Christianity leading to the building of great cathedrals
• Clearing of large tracts of land by peasants
• Settling of new towns and villages
• Building of great castles by local nobility

The period was one of human expansion, centralization and great political upheaval and violence, resulting in the foundation of many modern European countries.

Owning and Working the Land in the Feudal System

The King claimed ownership of the land. The King granted the land to important nobles - these nobles then pledged their loyalty by swearing to serve and protect the king. The king also granted land to the less powerful military men (the knights) who were called vassals. The vassals also agreed to fight for the king in exchange for their land.

Nobles were granted land by the king and used peasants to work the land and support the efforts of the kingdom they pledged their loyalty.

Peasants worked the land that belonged to the local nobility for little to no money. They were able to meet basic needs but many were not able to relocate or marry without permission.

Spain was not the united country that it is today. In the 11th century there were multiple Spanish kingdoms that each claimed a different area of land. The map outlines each of the 11th century Spanish kingdoms and their land. Medieval Times has knights that represent many of the areas in the kingdoms of both Leon and Navarre.
People of the Middle Ages
Student & Teacher Source

Daily Life

Peasants, Serfs and Farmers
Peasants were the poorest people in the medieval era and lived primarily in the country or small villages. Serfs were the poorest of the peasant class, and were a type of slave. Lords owned the serfs who lived on their lands. In exchange for a place to live, serfs worked the land to grow crops for themselves and their lord. In addition, serfs were expected to work the farms for the lord and pay rent.

Everyday peasants could be educated and marry if they could afford it. Serfs, however, could do neither and were not permitted to relocate without the lord’s approval.

Farmers were a bit better off than peasants, as some owned their own farms. Most worked the farm lands themselves or with the aid of peasants and serfs.

Farmers and peasants lived in simple dwellings called cottages. They built their own homes from wood and the roofs were thatched (made of bundles of reeds that have to be replaced periodically). The interior walls were generally made of wattle and daub – an arrangement of twigs weaved into a wall shape and coated with mud and straw to make a hard, plaster-like surface to keep out drafts. Often farmers, peasants and serfs brought their animals into their homes to protect them.

Carpenters
Carpenters were highly skilled and considered to be elite tradesmen. To become a carpenter, it was usually necessary to join a guild as an apprentice and learn the craft. A knowledge of math, woodworking and the use of tools was required for all carpenters.

Kings and Nobles
Kings and nobles often sought the finest carpenters and kept them retained on their staffs as specialists. Furnishing castles and estates was not only done for decorative purposes, but also to demonstrate prestige and status to visitors. Thus, a master carpenter was always in demand and could earn high wages.

Metalsmith
The metalsmith, sometimes called blacksmith, had to first make his tools before he could make metal parts such as horseshoes, nails and door hinges.

The blacksmith would also work as an armorer for the king or count – making swords, shields and armor.
People of the Middle Ages

Names in the Middle Ages

In the medieval era, most people had only a given name, such as John. To differentiate, some were also known by the manor in which they resided – John became John of Cornwall Manor. This would be added to things, such as trade – Edward the Metalsmith or Jacob the Miller.

Over the centuries these turned into the last names of today (just drop “the”). In this vein, if John had a son Charles, he might be known as Charles, John’s son (later known as Charles Johnson).

Entertainment: Drama, Dance & Tournaments

Songs and stories were very popular during The Middle Ages. People would entertain themselves with song, dance, music and stories. Wandering entertainers, called minstrels or troubadours, would travel from village to village providing such entertainment—particularly music—for the local people. They were paid in food and sometimes coins.

Other entertainers would come through as well, including jugglers, acrobats and those with trained animals. These were the early origins of traveling circuses. Traveling puppet shows were common as well.

Cards, dice and guessing games were popular. The noble classes began to play new games like chess and backgammon that were brought back from the Orient during this period.

Communication

Methods of communication during the medieval period were very limited. Without the use of television, telephone, radio, internet or the postal service, correspondence took place in the form of letters delivered by private messenger. Letters were written on parchment (pieces of dried animal skin) with the use of ink and quill pen.

Books were very expensive in the Middle Ages, as each was written and illustrated by hand. A book consisted of a series of bound parchment leaves. Before the invention of the printing press, it took a team of scribes, illuminators and bookbinders a very long time to make a single book.

Tradesmen and Merchants

Tradesmen and merchants played an important role in the medieval era. To learn a skill, one would begin as an apprentice to learn a craft and, only after many years of training, one could become a skilled tradesman such as a carpenter, blacksmith, or artisan. Merchants sold items, often between towns. The most popular traded items were salt, iron, and textiles.
Food and Drink
Everyday food for the poor in the Middle Ages consisted of cabbage, beans, eggs, oats and brown bread. Sometimes, as a specialty, they would have cheese, bacon or poultry.

The wealthier you were, the better you ate. More meat and game such as venison was available to those who could afford it, along with white bread, spices and rich sauces.

If you lived near a body of water, fish was prominent in your diet. Inland lakes and streams provided freshwater fish and turtles, while coastal regions near oceans and seas had ample access to saltwater fish like herring, cod, whale and eel. When possible, fish was eaten fresh. Fish was also dried, smoked, or salted for long-term storage to be eaten during winter.

Honey straight from bee hives called apiaries was the common sweetener during the period; while herbs, nuts, roots and flowers were eaten and used in medicinal tonics and teas.

Clothing: Men and Women

As in the previous centuries, two styles of dress existed side-by-side for men: a short (knee-length) costume deriving from a melding of the everyday dress of the later Roman Empire and the short tunics worn by the invading barbarians, and a long (ankle-length) costume descended from the clothing of the Roman upper classes and influenced by Byzantine dress.

Women’s clothing consisted of an undertunic called a chemise or smock. This was usually made of linen. Over the chemise, women wore one or more ankle-to-floor length tunics (also called gowns or kirtles). Working class women wore ankle-length tunics belted at the waist.
Lesson Plan: Knights

Objectives:

Language Arts
• Students will be able to spell correctly.

Social Studies/Civics
• Students will be able to analyze roles, rights and responsibilities of citizens.

Technology
• Students will be able to develop and use successful strategies for locating information.

Procedures:
Distribute the crossword puzzle. Allow students to use resources, such as the internet, to define words in crossword puzzle.
Knights
Student Handout

Down:
1. double-edged blade
2. pure Spanish horse breed
3. qualities of a knight
5. used for close combat
7. horse that carries armored knight
9. part of suit of armor for head

Across:
4. protects fighter from attack
6. head-to-toe body shield
8. horse for high speed
10. attendant to a knight
Knights
Answer Key

Down:
1. double-edged blade
2. pure Spanish horse breed
3. qualities of a knight
5. used for close combat
7. horse that carries armored knight
9. part of suit of armor for head

Across:
4. protects fighter from attack
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8. horse for high speed
10. attendant to a knight
Knights

Originally knights were attendants or specialized foot-soldiers, but the status of knights was elevated around 800 A.D.

Kings or lords would raise a soldier to a knight by lightly striking (dubbing) the knight’s shoulder with the flat of his sword. The knight was given a sword, a pay raise and, frequently, a plot of land. Most knights were required to be at least 21 years old.

Knights were considered elite soldiers in battles, wars and crusades, but when not in such situations, they usually acted as law enforcement officers of the local lord’s court or that of the king.

Knights began fighting while riding large and powerful horses called warhorses. This radically changed how conflicts were waged at that time. Since these horses were expensive, only wealthier men could afford to become knights.

Knights required attendants to handle the knight’s several horses, maintain and hand him his heavy weapons and shield, assist him in mounting and dismounting the horse and guard his prisoners. Squires assisted the knight in battle training and exercises, and often became knights themselves.

Knights typically wore better than average clothing, but wore chain mail, helmets and partial suits of armor only in battle. Swords, daggers and sometimes lances were the weapons of choice. Full suits of armor made of plate steel came into use around 1400.

Each knight had his own flag or banner that identified him on and off the battlefield, called a coat of arms. The pattern and colors on the flag were often repeated on his shield and on other items belonging to the knight.

The principles and customs of the medieval knight were categorized as chivalry. Knights were known for their masterful skills with horses. A knight’s code of conduct included: mercy, humility, honor, sacrifice, faithfulness, courage, utmost graciousness and courtesy toward women.
Student Vocabulary

**Student Handout**

**Arrow:** Used with longbow in order to reach target by knights.

**Andalusian:** Pure Spanish horse breed from the Iberian Peninsula. Known for its prowess as a war horse and was prized by the nobility.

**Battering Ram:** Often created on the spot using a nearby tree, battering rams were used to bash down doors and crumble walls.

**Battle Ax:** Common weapon used for chopping.

**Castle:** Structures that belonged to the wealthy, important, and powerful people of the land – kings, nobles, and knights. They were symbols of status during times of war and in peace. Early castles were built in the 9th and 10th centuries and were constructed of earth and wood. They were designed to be difficult to attack and easy to defend.

**Catapult/Trebuchet:** Large device with weighted throwing arm held under tension until released. Large rocks or iron balls were hurled at castle walls in order to smash them down.

**Chain mail:** Body shielding that was made of thousands of interlinked rings of steel.

**Chivalry:** The medieval system, principles and customs of knighthood. The qualities idealized by knighthood, such as bravery, courtesy, honor and gallantry toward women.

**Dagger:** Two-sided blade. Daggers were common to most soldiers and varied from simple to elegant. Most often daggers were used for close combat when the fighter’s sword was lost.

**Friesian:** A horse breed from the Netherlands that resembles a draft horse. Their size enables them to carry a knight in armor.

**Helmet:** Part of suit of arms covering the head.

**Knight:** A medieval gentleman-soldier, usually high-born, raised by a sovereign to privileged military status after training as a page and squire.

**Knives:** Smaller than a dagger and usually only have a single-edged blade. Used primarily as a tool for eating, cutting and repairing.

**Lance:** Used by knights on horseback. Ceremonial version of a spear used during jousting tournaments.

**Longbow:** Long range offensive weapon there were highly accurate in skilled hands. Longbow was used to fire arrows. Soldiers who used this were called longbowmen or archers.

**Lord:** The proprietor of a manor.

**Mace:** Large club with a ball or spiked ball on the end or fixed to a chain on the end of a handle.

**Manor:** The district over which a lord had domain and could exercise certain rights and privileges in medieval Europe.
Student Vocabulary
Student Handout

**Page:** A boy who acted as a knight’s attendant as the first stage of training for chivalric knighthood.

**Quarter Horse:** A breed of stocky muscular horses capable of high speed for short distances.

**Shield:** Used to protect the fighter from attack.

**Squire:** A young nobleman attendant upon a knight and ranked next below a knight in feudal hierarchy.

**Suit of Armor:** The effective of body shielding was tailor-made by a metalsmith to the intended wearer. Overtime, the full head-to-toe suit of armor was developed.

**Sword:** Medieval swords almost always had a double-edged blade to enable cutting action on the backswing. Swords came in many varieties such as sabers, broadswords and claymores.

**Valor:** A quality of determination when facing great danger, especially in battle.

**Virtue:** A quality of someone who displays moral excellence.
Lesson Plan: Knight’s Weapons and Equipment

Objectives:
Language Arts
• Students will be able to identify new vocabulary.

Social Studies
• Students will be able to examine names of weapons used by knights in the Middle Ages.

Procedures:
Distribute the Knight’s Weapons and Equipment word search.
Knight’s Weapons and Equipment
Student Handout

F K N I V E S R G W W E F V W K D J Z U
F L C H A I N M A I L N S Z E S F A B I
U M A D I A R R O W H K W C H Y B X K G
N H X W N R S A Q T O G O O N E J Y J N
K S O L M N A C G F T U R F E Z T W O A
P F U U Y K F K C A R Z D F J P P N Z F
O L J T O B W T R N E J Q K F A Z P Q O
Q F A C J Y K M O S B K X R P B G O M R
B L L D O G L A S O U Y C R U J L M C C
Y A Y N A A C C S B C C J V D P Q F A U
B N T V H G X E B T H K M H U M K F T V
K M U T M M G L O I E S N L L B G L A A
L Q C Z E O L E W Y T B H I I C A D P Q
O W K B W R V A R H Q Z A I D X I E U N
N K Q R S G I Z N V R Y X T E P D E L E
G T Y K G B B N M C Z Q N L T L F N T X
O X M S L B F P Q R E B U Y D U E K H K
W B Y H H V E T S T A L F V L W Z A U P
T L H Z N Q B U E L A M J R C V R Y X K

Word Bank:
Battering Ram
Crossbow
Knives
Mace

Trebuchet
Battle Ax
Lance
Sword

Catapult
Dagger
Arrow
Chain Mail

Longbow
Shield
Knight’s Weapons and Equipment
Answer Key

Word Bank:
- Battering Ram
- Crossbow
- Knives
- Mace
- Trebuchet
- Battle Ax
- Lance
- Sword
- Catapult
- Dagger
- Arrow
- Chain Mail
- Longbow
- Shield
## Lesson Plan: Structure of a Castle

### Objectives:

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Materials:</th>
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<tbody>
<tr>
<td>• Students will be able to determine the meaning of new vocabulary.</td>
<td>• Dictionary</td>
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</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will be able to explain the cultural make-up of the structure of different communities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will be able to interpret information to construct reasonable explanations from direct (observable) evidence.</td>
<td></td>
</tr>
</tbody>
</table>

### Procedures:

Students will use a dictionary to determine the meaning of the following words as they relate to a Middle Ages castle.

*Buttress*

*Tower*

*Narrow Slit Window*

*Gateway*

*Moat*

*Flags*

Students will label the diagram of a castle in the Middle Ages.
Structure of a Castle
Student Handout

Use a dictionary to determine the meaning of the following words as they relate to the Middle Ages Castle

*Buttress*

*Tower*

*Narrow Slit Windows*

*Gateway*

*Moat*

*Flags*
Structure of a Castle
Student Handout

Label the parts of a castle.

Word Bank:
- Portcullis
- Sword
- Arrow Slits
- Flag
- Tower
- Catapult
- Stone Wall
- Battlements
- Moat
**Structure of a Castle**

**Answer Key**

Use a dictionary to determine the meaning of the following words as they relate to the Middle Ages Castle

**Buttress**
The extra thick part of the outer walls that assist in strengthening the structure.

**Tower**
Tall and square and enabled long distance surveillance. Originally the corners were square, but later designs were rounded or cylindrical. Squared corners were more vulnerable to damage by projectiles like boulders from catapults.

**Narrow Slit Windows**
Were slim on the inside, but flared wider on the outside. This made it difficult for the enemy to hit the defenders, but enabled those inside with a wider range of motion for attacking the enemy.

**Gateway**
The fore building was the gateway into the castle. It was usually positioned forward from the castle, on higher ground or upstairs from ground level making it more difficult to gain entry. Gateways were protected with a massive iron gate, a heavy wooden door or both.

**Moat**
A deep ditch surrounding a castle, typically filled with water, intended as a defense against attack.

**Flags**
A piece of fabric attached to a pole with a rope. It is used as a symbol or emblem of a country or kingdom.
Life at the Castle

Student & Teacher Source

Castles
Castles belonged to the wealthy, important, and powerful people of the land – kings, nobles, and knights. Castles were designed to be difficult to attack and easy to defend. Castles protected owners from rivals and invaders; however, castles were also used to protect the local citizens.

Early castles were built in the 9th and 10th centuries and were constructed of earth and wood; usually constructed on higher ground. Castles from the 11th century and later were always built of rocks and stones on high ground and often surrounded by water such as a lake of wide, deep water called a moat. Stone castles had massive walls that were between 15 and 20 feet thick.

Here are the five key castle structures and how they help castle defense:

- **Buttresses** are the extra thick part of the outer walls that assist in strengthening the structure.

- **Towers** and **keeps** were tall and square and enabled long distance surveillance. Originally the corners were square, but later designs were rounded or cylindrical. Squared corners were more vulnerable to damage by projectiles like boulders from catapults.

- **Spiral staircases** inside castles were specifically designed to inhibit right-handed invaders by forcing the attacker’s balance to the left side while stonework defeated his ability to swing his sword properly.

- **Narrow slit windows** were slim on the inside, but flared wider on the outside. This made it difficult for the enemy to hit the defenders, but enabled those inside with a wider range of motion for attacking the enemy.

- The fore building was the **gateway** into the castle. It was usually positioned forward from the castle, on higher ground or upstairs from ground level making it more difficult to gain entry. Gateways were protected with a massive iron gate, a heavy wooden door or both.
Post-Show Lesson Plan: Chivalry Reflection

Objectives:

Language Arts
• Students will be able to write about important personal experiences.
• Students will be able to analyze similarities and differences of a dramatic adaptation.

Procedures:
Based on Code of Chivalry Values, complete the Venn diagram in relationship to yourself and a Medieval Times knight.
Chivalry Reflection
Student Handout

Write a reflection about your experience at Medieval Times using the Venn diagram below.
Lesson Plan: Coat of Arms

Coat of Arms
During the Middle Ages, knights used a coat of arms to identify themselves, which was especially useful in battle. In a society where few people could read and write, pictures were very important. Traditional colors include: Black, Royal Purple, Emerald Green, Royal Blue or Sky Blue, Bright Red. Animals were frequently used as a main charge. They were not drawn to look three dimensional, but were shown as if they were flat. The pictures were to represent the animal as a symbol: Lion, Bear, Boar, Eagle, Horse, Dragon, Griffin.

Objectives:

Social Studies
• Students will be able to describe the purpose of a coat of arms.

Civics
• Students will be able to create their own personal motto reflecting their own beliefs and values.

Procedures:
Students will create their own shield and family coat of arms including a motto that reflects the Code of Chivalry Values and an explanation on the back.

Rubric for Coat of Arms

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Total Points Possible</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness - use of precise drawings and artwork</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Motto - clearly identified and reflects own beliefs and values</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Symbols &amp; Images - incorporate three or more images, symbols and animals from the Middle Ages into the coat of arms</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Explanation - clear and reflects the Code of Chivalry Values</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Coat of Arms
Student Handout
Lesson Plan: Tapestries

Tapestry
A tapestry is a heavy cloth with rich, colored designs or scenes usually hung on walls for decoration and sometimes used to cover furniture.

At a time when most people could not read, the images in the tapestries ensured that history and momentous events were recorded. By the 1400s, craftsmen were employed to weave elaborate designs for a growing market. It has been estimated that 15,000 people were employed in the craft by this time. Medieval weavers extracted dyes from plants and insects in a range of less than 20 colors.

Objectives:

Social Studies
• Students will be able to describe the purpose of recording history and momentous events.

Civics
• Students will be able to interpret different perspectives of the same or similar events.

Procedures:
Students will pick an event of significance to them, their school or their family and depict that event in imagery.

Ask students, “How would you depict this event on a tapestry to ensure it was remembered for all time?” and “What images would be most important?”