

Medieval Times[®]

DINNER & TOURNAMENT

Chivalry in Action Educational Matinee

High School Study Guide & Lesson Plans

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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Pre-Show Information: People of the Middle Ages

Student & Teacher Source

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:

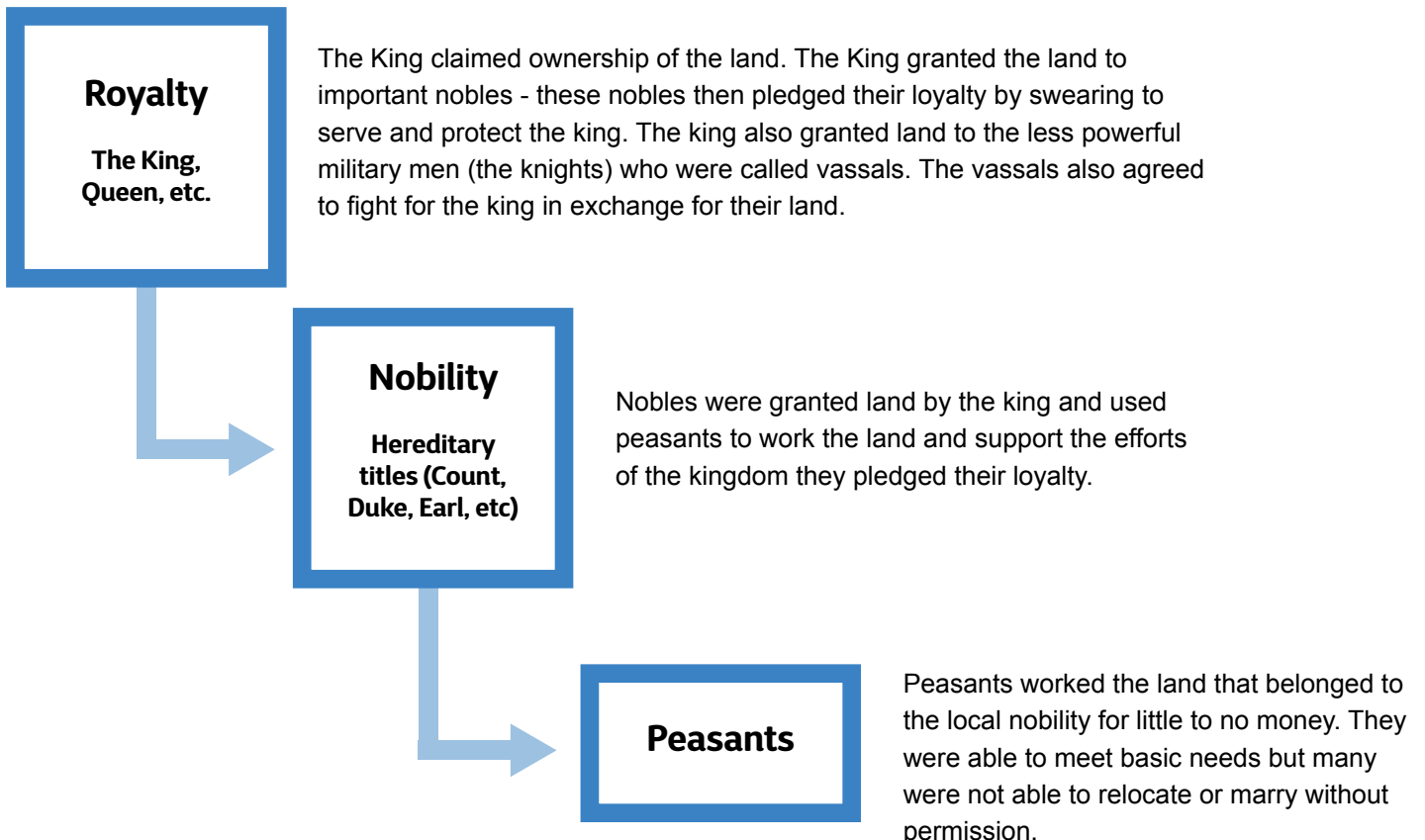
- A surge in Christianity leading to the building of great cathedrals
- Clearing of large tracts of land by peasants
- Settling of new towns and villages
- Building of great castles by local nobility

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



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.

Owning and Working the Land in the Feudal System



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

Student & Teacher Source

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.

People of the Middle Ages

Student & Teacher Source



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. Though, fish was 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.

People of the Middle Ages

Student & Teacher Source

Religion: Cathedrals

Throughout The Middle Ages, the Christian churches of Europe advanced both art and architecture by building larger, grander churches called cathedrals.

Cathedrals were massive structures with the finest design and adorned inside and out with the very best in sculpture and art. While considered houses or castles for God, cathedrals were designed to impress and humble the masses with the power of God as they came to worship.

Inside these architectural marvels, fine woodwork, paintings, murals, tapestries and sculptures were installed. Baptismal fonts, chalices, shrines, reliquaries and other accessories of the Mass were usually made of gold and silver. Fine jewels were often used to accent these pieces. The artworks throughout the cathedral (and in more modest ways at smaller churches) were deliberately designed to relate stories from the Bible in order to inform and remind the worshipers.

The early Middle Ages had cathedrals built in the Romanesque style with thick walls and tall, thick pillars to support the roof and ceiling. Improvements in building technology and engineering led to the development of thinner, taller walls supported by arched supports on the outside called flying buttresses. This made walls much stronger and allowed for more and larger windows. This new style was called Gothic, and appeared around the year 1150.

The walls were made of shaped stone instead of natural stone, which was commonly used for churches and other buildings. Masons were the craftsmen who carved and shaped the stones into simple structural blocks or fancier, decorative blocks, sculptures or gargoyles. Masons marked their stones with a signature graphic that was unique to him – the more stones with his mark, the more he got paid.

Invariably, cathedrals had their administrative areas, which, in turn, were subdivided into smaller parishes with local churches and monasteries. The head of the cathedral was called a bishop.



People of the Middle Ages

Student & Teacher Source

Science & Technology

Pulley

The pulley is a simple machine made of a wheel with a rope or belt wrapped around it. It is used to lift things up. When you pull down on one end of the rope, the other end moves upward like on a flagpole or crane.

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.

Lever

A lever is a stiff rod that rotates around a pivot point. Downward motion at one end results in upward motion at the other end like a seesaw. Depending on where the pivot point called the fulcrum, is located, a lever can multiply either the force applied or the distance over which the force is applied.

Gears

Gears are wheels with teeth. You can use gears to slow things down or speed them up, to change direction or to control several things at once.

Gears were especially important in the medieval period as they helped to create a winch. The winch, a crank used to give motion to a grindstone or similar device, allowed a person to put a great deal of energy into a device like a catapult. At a prescribed moment, all the energy is released at once, hurling the projectile within the catapult.

Catapult

There are several different technologies that fall into the "catapult" category. They include the catapult, the ballista and the trebuchet.

People of the Middle Ages

Student & Teacher Handouts



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. The word was taken from the French version of the Latin word for horse (cheval). (In France, knights are often called chevaliers.) 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.

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.



Castle of Hohenwerfen, Austria

Life at the Castle

Student & Teacher Source

Tapestries

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.



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: Black, Royal Purple, Emerald Green, Royal Blue or Sky Blue, Bright Red. Metals: Gold (yellow) and Silver (white) 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.



Student Vocabulary

Student Handout

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: There are several different technologies that fall into the “catapult” category. They include the catapult, the ballista and the trebuchet.

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

Feudalism: A political and economic system of Europe from the 9th to about the 15th century based on holding all land in fief or fee and the resulting relation of lord to vassal and characterized by homage, legal and military service of tenants, and forfeiture.

Gears: Wheels with teeth. You can use gears to slow things down or speed them up, to change direction or to control several things at once.

Gears were especially important in the medieval period as they helped to create a winch. The winch, a crank used to give motion to a grindstone or similar device, allowed a person to put a great deal of energy into a device like a catapult. At a prescribed moment, all the energy is released at once, hurling the projectile within the catapult.

Hierarchy: Categorization of a group of people according to ability or status.

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

Lever: A stiff rod that rotates around a pivot point. Downward motion at one end results in upward motion at the other end like a seesaw. Depending on where the pivot point, called the fulcrum, is located, a lever can multiply either the force applied or the distance over which the force is applied.

Lord: The proprietor of a manor.

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

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

Peasant: They were the poorest people in the medieval era and lived primarily in the country or small villages.

Pulley: A simple machine made of a wheel with a rope or belt wrapped around it. It is used to lift things up. When you pull down on one end of the rope, the other end moves upward like on a flagpole or crane.

Serf: A member of the lowest feudal class, attached to the land owned by a lord and required to perform labor in return for certain legal or customary rights.

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

Student Vocabulary

Student Handout

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

Vassal: A person who held land from a feudal lord and received protection in return for homage and allegiance.

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

Virtue: A quality of someone who displays moral excellence.

Lesson Plan: (Composition) Comparing Vocations in the Medieval Era

Objectives:

History

- Students will be able to understand how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.

English

- Students will be able to select and apply writing strategies to develop ideas, develop voice, and plan.
- Students will be able to use effective sequence and transitions to achieve coherence and meaning in their writing.

Technology

- Students will be expected to use the internet to research.

Materials:

- Writing materials
- Tablet or computer

Procedures:

- Compare and contrast two vocations: One from the castle and one from the village. For example, compare and contrast a serf and page, or metalsmith and a knight.
- Make sure this composition consists of all of the writing elements discussed in class.

Post Show Lesson Plan: Questionnaire/Interview

Objectives:

English/Language Arts/Reading

- Students will be able to write a literary script to express ideas and feelings about real or imagined people, events, and ideas.

Social Studies/History

- Students will be able to evaluate effects of major political, economic, and social conditions on a selected social studies project.

Technology

- Students will be expected to use the internet to research.
- Students will be able to generate new understanding by extending existing knowledge.

Materials:

- Sample questionnaire/
interview worksheet
- Tablet or computer

Procedures:

- Develop a questionnaire/interview for the members of the court. Include King Carlos (~1099), Princess, Chancellor, Knights of the Realms, Falconer, and other members of the court.
- If possible, interview one of the members of the court, in the lobby, prior to the matinee.

Questionnaire/Interview Sample Questions

Use these ideas as springboards to develop your own questions for the interview.

King Carlos

How did you become king?

What are your responsibilities?

Princess

What is your role in the court?

How do you instill courtly manners upon others in the castle?

Chancellor

What are your responsibilities as the royal deputy?

Who reports to you?

Knights of the Realms

How do you prepare for a tournament?

Describe the metals used in your weapons.

Falconer

How do you train a bird?

What is involved in caring for the birds?

Post Show Lesson Plan: Chivalry in the Middle Ages

Objectives:

History

- Students will be able to describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and economic system of manorialism.

Technology

- Students will be expected to use the internet for research.

English

- Students will be able to apply the conventions of usage and the mechanics of written English to communicate clearly and effectively.

Psychology

- Students will be able to evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality.

Materials:

- Tablet or computer
- Writing materials

Procedures:

- Use research skills to find information and write a paper comparing chivalry of the Middle Ages to today's social code of behavior.

Evaluation:

- Collect papers and assess.

Post Show Lesson Plan: Medieval Birthday Party

Objectives:

Career Development

- Students will be able to identify community, provincial or state, national, and international issues.
- Students will be able to collaborate with an interdisciplinary team to develop a project.

Art

- Students will be able to compare and contrast historical and contemporary styles, identifying general themes and trends.

History

- Students will be able to understand how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.

Drama

- Students will be able to portray believable characters when applying acting concepts, skills, and techniques.

Technology

- Students will be expected to use the internet for research.

Materials:

- Tablet or computer
- Supplies and materials for costume and set design

Procedures:

- In groups, plan a medieval birthday party for a princess. Include a guest list with the appropriate titles and positions, a detailed dinner menu with various time-period food, and possible activities (such as swimming pool noodle jousting).

Evaluation:

- Present a skit of the medieval birthday party highlighting guest list, food and activities.

Lesson Plan: Castle Design

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.

Objectives:

History

- Students will be able to understand how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.

Science

- Students will be able to determine the relationship between simple machines and work/energy.
- Students will be able to demonstrate knowledge of why simple machines are useful.

Technology

- Students will be able to use the basic principles of design, such as proportion, balance, variety, emphasis, harmony, symmetry, and unity in type, color, size, line-thickness, shape, and space.

Materials:

- Computer
- Design materials

Procedures:

Design a medieval castle. Make sure you include gears, catapult, levers, and pulleys into your design. Try to make it as authentic as possible. Transfer your design to the computer using various technological components.

Evaluation:

Present your design to the class explaining the use of gears, catapult, levers, and pulleys in your castle.

Lesson Plan: Tapestry

Tapestries

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:

Art

- Students will be able to define and use symbolism when creating a tapestry.
- Students will be able to demonstrate an understanding of Middle Ages period as it relates to style and movement.

Sociology

- Students will be able to identify the elements of culture to include language, symbols, norms, and values.

Technology

- Students will be expected to use the internet for research.

Speech

- Students will be able to use effective verbal and non-verbal communication in presenting informative speeches.

Materials:

- Art materials, optional medium choices

Procedures:

Investigate the use of tapestries during the Middle Ages as functional and decorative pieces of art. Design and create a tapestry that would be used in the Middle Ages. Create a story for your tapestry to present to the class.

Evaluation:

Present your story and tapestry to the class.