

Medieval Times[®]

DINNER & TOURNAMENT

Chivalry in Action Educational Matinee

K-3 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

Teacher Source

This is information for the teacher to use prior to the matinee at Medieval Times.

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:

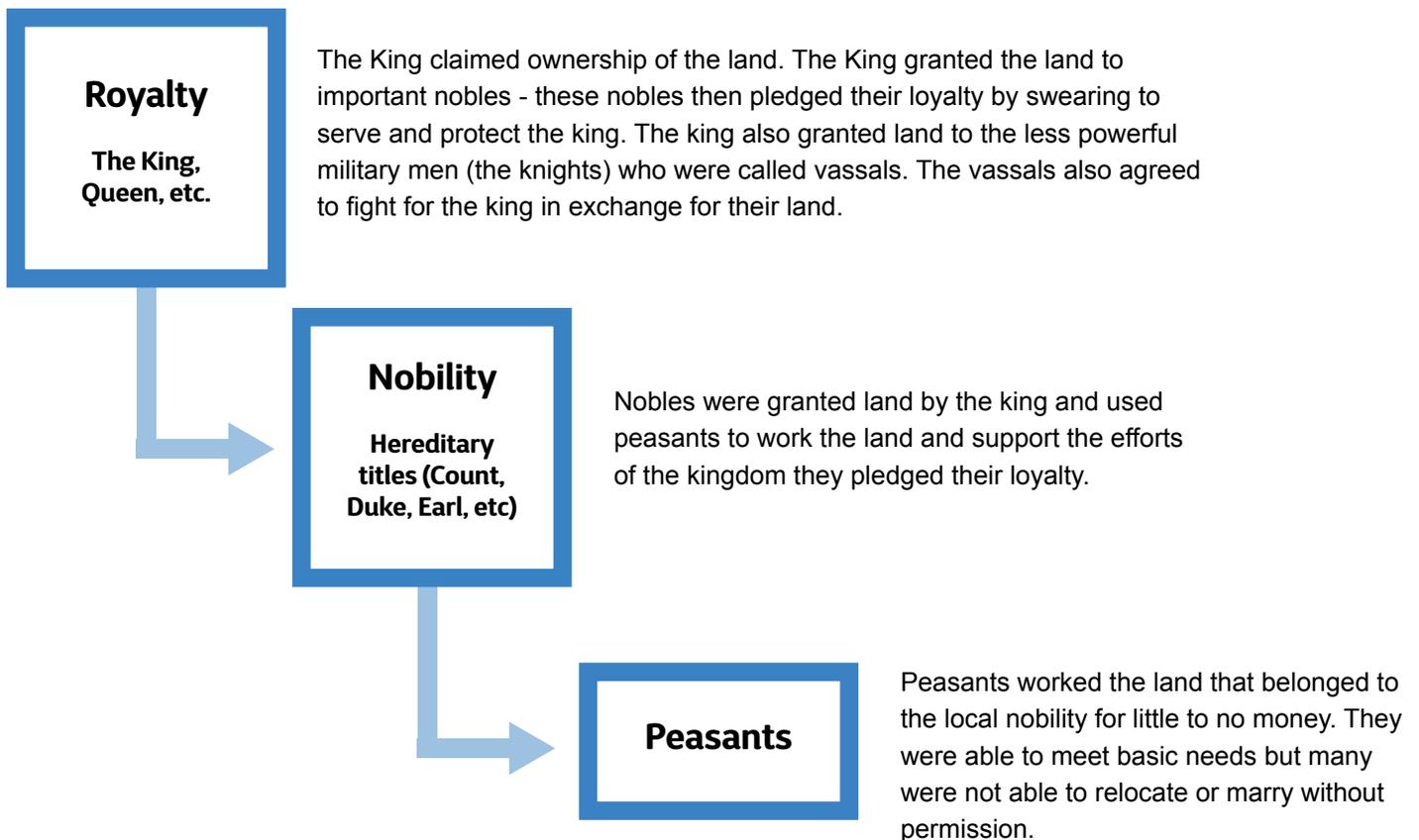
- A surge in Christianity leading to the building of great cathedrals
- Clearing of large tracts of land by peasants
- Settling of new towns and villages
- Building of great castles by local nobility

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

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

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

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. 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.

Life at the Castle

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

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 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.



Life at the Castle

Teacher Source



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

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.

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.

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

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.

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.

Lesson Plan: People and Places in the Middle Ages

Objectives:

Geography

- Students will be able to understand the concept of location.

Social Studies

- Students will be able to understand the concept of chronology.
- Students will be able to understand the value of jobs.

Culture

- Students will be able to understand similarities and differences among people.

Materials:

- Tablet or Computer

Procedures:

1. On a map, have students locate where they live and then have them locate the Iberian Peninsula in Spain. Discuss the concept of the two locations.
2. Using a timeline, locate the Middle Ages time period. Discuss the amount of time between the Middle Ages and present day.
3. Conduct an internet search of people in the Middle Ages and discuss the differences between jobs/responsibilities during that time period. Discuss the value of jobs in the Middle Ages. Compare the similarities and differences among the people of the Middle Ages to modern day.

Lesson Plan: Medieval Times Bingo

Objectives:

Language Arts/Reading

- Students will be able to understand new vocabulary and use it when reading and writing.

Reading/Vocabulary Development

- Students will be able to identify and sort words into conceptual categories.

Reading/Comprehension of Literary Text/Fiction

- Students will be able to describe characters in a story and the reason for their actions.

Materials:

- One bingo card per group
- Bingo chips

Procedures:

1. Discuss vocabulary words on bingo cards (*see list on following page*)
2. Distribute one bingo card for each group of students.
3. Allocate bingo chips.
4. Teacher should use the vocabulary list as a template for calling out words.

Extension:

[Teacher reads the definition and have the students cover the correct word.]

Medieval Times Bingo

Student Handout

Vocabulary Words for Medieval Times Bingo Game

Banner: A flag formally used a standard of a sovereign, lord, or knight.

Battle: A hostile encounter between opposing forces.

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.

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.

Falcon: A bird of prey.

Flag: A piece of cloth attached to one end of a staff and used as a symbol of nation, state, or realm.

Helmet: Protective head covering worn by knights.

Horse: A large four-legged hoofed animal that is used for riding.

Joust: A combat in which two knights on horseback attempt to knock each other off with lances.

King: A male in charge of the castle and community.

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

Lady: The proper title of a woman.

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

Lord: The proprietor of a manor.

Medieval: Pertaining to the Middle Ages.

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

Princess: The daughter of the king.

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.

Medieval Times Bingo

Student Handout

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.

Tournament: A meeting of an appointed time and place for the performance of knightly exercised and sport.

Tower: A tall structure as part of a castle.

Trot: When horses move at a quick and steady pace.

Medieval Times Bingo

Page	Horse	Lord	King	Flag
Knight	Trot	Castle	Squire	Shield
Falcon	Sword	Free	Lady	Suit of Armor
Joust	Tournament	Banner	Chivalry	Battle
Princess	Tower	Medieval	Helmet	Chain Mail

Medieval Times Bingo

Falcon	Lord	Shield	Chivalry	Flag
Battle	Tournament	Squire	Suit of Armor	Tower
Lady	Banner	Free	Medieval	Knight
Horse	Trot	Page	Castle	Joust
Chain Mail	Helmet	Sword	Lance	King

Medieval Times Bingo

Chain Mail	Suit of Armor	Joust	Horse	King
Lance	Trot	Castle	Helmet	Lady
Falcon	Flag	Free	Squire	Sword
Shield	Tournament	Lord	Page	Tower
Banner	Knight	Chivalry	Medieval	Battle

Medieval Times Bingo

Horse	Chain Mail	Flag	Page	Joust
Sword	Battle	Shield	Chivalry	Suit of Armor
Squire	Castle	Free	Falcon	Banner
Knight	Medieval	Tower	Tournament	King
Lance	Lord	Lady	Helmet	Princess

Medieval Times Bingo

Chain Mail	Banner	Sword	Falcon	Medieval
Lance	Horse	Shield	Flag	Helmet
Trot	Joust	Free	Lord	Lady
Princess	Tower	Squire	King	Tournament
Castle	Knight	Suit of Armor	Chivalry	Page

Medieval Times Bingo

King	Horse	Shield	Joust	Falcon
Flag	Knight	Page	Chivalry	Princess
Lady	Sword	Free	Suit of Armor	Castle
Helmet	Lord	Tournament	Squire	Trot
Tower	Banner	Chain Mail	Lance	Medieval

Medieval Times Bingo

Trot	Sword	Banner	Lance	Horse
Page	Medieval	Chivalry	Castle	Battle
Lord	Princess	Free	Falcon	Squire
Chain Mail	Flag	King	Lady	Suit of Armor
Knight	Shield	Tournament	Helmet	Joust

Medieval Times Bingo

King	Sword	Banner	Lance	Trot
Lord	Helmet	Chain Mail	Lady	Medieval
Princess	Tower	Free	Squire	Shield
Knight	Tournament	Joust	Castle	Flag
Falcon	Page	Horse	Chivalry	Suit of Armor

Medieval Times Bingo

Medieval	Shield	Chivalry	Sword	Falcon
Page	Battle	Princess	King	Lord
Tournament	Joust	Free	Tower	Helmet
Knight	Banner	Trot	Lance	Squire
Suit of Armor	Horse	Castle	Lady	Flag

Medieval Times Bingo

Shield	Squire	Suit of Armor	Horse	Medieval
Tournament	Castle	King	Princess	Knight
Falcon	Chain Mail	Free	Page	Sword
Joust	Flag	Helmet	Battle	Lady
Lance	Tower	Lord	Banner	Chivalry

Post Show Lesson Plan: Summary of “My Trip to Medieval Times”

Objectives:

Reading/Comprehension of Literary Text/Drama

- Students will be able to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

Writing

- Students will be able to use elements of the writing process to compose text.
- Students will be able to write brief stories that include a beginning, middle and end.

Materials:

- My Trip to Medieval Times Worksheet (*see following page*)

Procedures:

1. Have a discussion about the field trip to Medieval Times.
2. Pass out worksheet and have students fill in the beginning, middle and end.
3. Have students compose a story based on the worksheet.

Post Show Lesson Plan: Summary of “My Trip to Medieval Times” Student Handout

Beginning

(Arrival and first impression of castle)

Middle

(The show and meal)

End

(Something you learned from the show)

Post Show Lesson Plan: Medieval Times Mad-Lib Story

Objectives:

Language Arts/Reading

- Students will be able to establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments for understanding.

Reading/Vocabulary

- Students will be able to understand new vocabulary and use it correctly when reading and writing.

Reading/Comprehension

- Students will be able to make inferences and draw conclusions about compositions.

Materials:

- Medieval Times Mad-Lib story (see attached worksheet)
- Word bank or color-coded cards (see attached worksheet)

Procedures:

1. Review/teach the definition of a noun and a verb with students.
2. Pass out word bank list or color-coded cards with nouns, verbs, plural nouns, and Medieval Times colors (e.g., *Purchase colored 3x5 index cards and list all of the nouns on yellow, verbs on pink, and so on.*)

Extension:

[Teacher reads the definition and have the students cover the correct word.]

3. Distribute Medieval Times Mad-Lib story. This activity can be accomplished in two different ways.
 - a. If using the word bank list, have students choose the appropriate parts of speech for the underlined word and write it in the story.
 - b. If using color-coded cards, have students randomly choose a card from the appropriate pile and write that word in the space provided.

Evaluation:

Have students share their stories with each other. The teacher may choose to read the actual story to students after the sharing (see following page).

Post Show Lesson Plan: Medieval Times Mad-Lib Story

Answer Key

Actual Story (Teacher can read the story to students after Mad-Libs are shared with each other.)

Once upon a time in a faraway land there lived a **king** and his daughter, the **princess**. They lived in a **castle**. One evening during dinner, a **knight** stopped by and asked the **king** if he could have a jousting **tournament**. The **king** thought this was a grand idea and invited everyone to attend. All of the **knights** arrived on their **horses**. Several **horses** were excited to be there and were **trotting/running** around. Other **horses** were much calmer and were just **walking**. When the trumpet sounded, it was time to begin. The **blue** knight and the **red and yellow** knight were the first to compete. The first competition was collection of the rings. The **blue** knight requested his **lance** from his **squire**. He asked his **horse** to **trot** and was able to collect all of the rings. The other **red and yellow** knight was only able to collect three **rings**. The final part of the competition was **jousting**, where two knights ride their horses toward each other trying to knock each other off their **horse**. It was a great day at the castle for the **blue** knight. He won the tournament and received **roses** from the princess.

Post Show Lesson Plan: Medieval Times Mad-Lib Story

Student Handout

Once upon a time in a faraway land there lived a _____ and his daughter,
Noun

the _____. They lived in a _____. One evening during dinner, a
Noun *Noun*

_____ stopped by and asked the _____ if he could have a jousting
Noun *Noun*

_____. The _____ thought this was a grand idea and invited everyone to
Noun *Noun*

attend. All of the _____ arrived on their _____. Several _____
Plural Noun *Plural Noun* *Plural Noun*

were excited to be there and were _____ around. Other _____ were
Verb *Plural Noun*

much calmer and were just _____. When the trumpet sounded, it was time to begin.
Verb

The _____ knight and the _____ knight were the first to compete.
Color *Color*

The first competition was collection of the rings. The _____ knight requested
Color

his _____ from his _____. He asked his _____ to
Noun *Noun* *Noun*

_____ and was able to collect all of the rings. The other _____ knight was
Verb *Color*

only able to collect three _____. The final part of the competition was _____,
Plural Noun *Noun*

where two knights ride their horses toward each other trying to knock each other off their
_____.

It was a great day at the castle for the _____ knight. He won the
Noun *Color*

tournament and received _____ from the princess.
Plural Noun

Post Show Lesson Plan: Medieval Times Mad-Lib Story

Student Handout

Word Bank

Noun:

Knight
Hot dog
House
Football
Princess
Squire
School
Pizza
Castle
King
Book
Garden
Dog
Dinner
Jousting
Tournament
Lance
Everyone
Hippopotamus

Plural Noun:

Roses
Knights
Falcons
Flip flops
Potatoes
Horses
Cookies
Cars
Snakes
Rings
Teachers
Tigers

Verb:

Trotting
Running
Dancing
Swimming
Walking
Jumping
Slither
Fly
Run
Trot
Walk
Slide
Crawl

Medieval Times' Colors:

Red
Yellow
Green
Red and Yellow
Blue
Black and White

Lesson Plan: Coat of Arms

Objectives:

Citizenship

- Students will be able to identify characteristics of good citizenship including truthfulness, justice, equality, respect for oneself and others, and responsibility in daily life.

Reading/Language Arts

- Students will be able to identify moral lessons as themes in well-known fables, legends, myths, or stories.

Fine Arts

- Students will be able to create artworks based on personal observations and experiences.

Materials:

- Coat of arms worksheet
- Materials for drawing/writing

Procedures:

Students will create their own shield and family coat of arms, including a motto that reflects the moral lesson of chivalry. There are four sections on the Coat of Arms that should include the following:

Section 1: "About Me"

Section 2: "About My Family"

Section 3: "My Good Citizenship"

Section 4: "My Community"

Coat of Arms
Student Handout

