



Empires in the Middle Ages

Lesson 4: Knights and Castles



Chapter 3 “Gloomy Castles and Jousting Knights”

Vocabulary 4.1

Vocabulary for “Gloomy Castles and Jousting Knights”

1. **armor, *n.*** a protective metal covering used to keep a person safe from injury during battle (**armored**) (18)
2. **esteemed, *adj.*** highly regarded; admired (18)
3. **influential, *adj.*** having power to change or affect important things or people (19)
4. **title, *n.*** a name that describes a person’s job or status (19)
5. **ransom, *n.*** money that is paid to free someone who was captured (19)
6. **aspiring, *adj.*** hoping to be or become something (20)
7. **enclose, *v.*** to surround; close in (**enclosed**) (23)
8. **siege, *n.*** a situation in which soldiers or police officers surround a city or building to try to take control of it (23)

Chapter 3 “Gloomy Castles and Jousting Knights”

The BIG Question

Why was there a need for knights and castles during the Middle Ages?

Chapter 3 “Gloomy Castles and Jousting Knights”

Chapter 3

Gloomy Castles and Jousting Knights

THE BIG QUESTION
Why was there a need for knights and castles during the Middle Ages?

Whether rich or poor, young men in the Middle Ages learned how to use a weapon of some kind. Rivalries between nobles, wars with other nations, even violence between neighbors required that they be able to fight. When a lord needed to raise an army, he turned to those he governed.

In the Middle Ages, ordinary foot soldiers were trained to fight with an axe and a long spear called a pike. Others were trained to be skillful archers and crossbowmen. Some foot soldiers might have worn chainmail, an early form of metal **armor**, but most had padded coats and carried daggers. However, the most **esteemed** soldiers were knights.



Crossbowman and pikeman

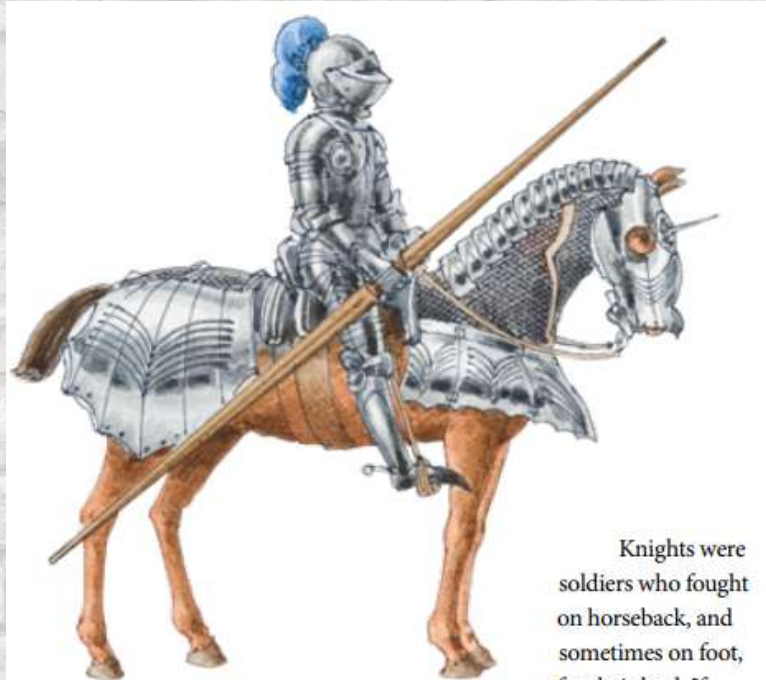
What was happening in the Middle Ages that often required young men to become fighters? *4.2

****Rival*** is an adjective – as in ***rival nations*** (meaning ***competing nations***)

****Rivalries*** is a noun – meaning ***competitions*** or ***conflicts***

Read the caption. Use information from the

Chapter 3 “Gloomy Castles and Jousting Knights”



Knight in suit of armor riding armored horse

Knights were soldiers who fought on horseback, and sometimes on foot, for their lord. If you wanted to be a

knight, you had to be able to afford horses and armor. You also had to find someone willing to train you. Because it was very expensive to become a knight, these mounted warriors were usually sons of wealthy, **influential** members of society.

Being a knight was one way of making a fortune. If you were involved in successful battles and wars, you might receive money or land as payment for your services. Sometimes a king might also reward you with a **title**. Having a title usually meant that you were an influential member of society. Knights also made money by looting and by holding certain people for **ransom**.

What are two differences between foot soldiers and knights? *4.2

What does the difference in armor tell you about who could become a knight in the Middle Ages?

Chapter 3 “Gloomy Castles and Jousting Knights”

If You Were a Knight



Young boy training to be a knight

Your training to become a knight begins at a young age. You leave home to live with a family friend or relative who has agreed to train you. In the first several years of your training, you help to dress and to serve the lord. You are known as a page. During these early years as an **aspiring** knight, you probably learn to use a sword, to ride a horse, and to wield a lance, or long wooden pole with a metal tip. Later, when you are ready to learn more challenging skills, you become a squire.

Although you are still a servant, as a squire you are now responsible for grooming and saddling the lord's horses. You are also responsible for cleaning and polishing his armor. You learn how to fight while riding a horse. You learn to use other weapons, including a heavier lance. This part of your training lasts for several years.



Squires learned to fight with swords.

Based on the way it is used in this paragraph, what do you think the word **aspiring** means?

What are some differences between a page and a squire?

How did each step in a knight's training prepare him for knighthood? *4.2

Chapter 3 “Gloomy Castles and Jousting Knights”

If you are a successful squire, you might be knighted by the lord. In what is called the dubbing ceremony, the lord taps you on the shoulder with the flat part of his sword. Then, a priest might bless you with a prayer.



King knighting a squire

What was the purpose of the dubbing ceremony, and what took place during it?

What is chivalry?

How were knights expected to behave?

The Way of the Knight



Knights were supposed to be brave in battle.

In France in the 1100s and 1200s, certain expectations about how knights should behave in society were developed. The term *chivalry*, which refers to a warrior horseman or knight, became the term used to describe these expectations. These ideas of chivalry spread to other European countries. Knights were expected to serve their

lord. They were required to honor and protect the Church and weaker members of society. They were also expected to treat other knights captured in battle as honored guests until a ransom was received. Sometimes it took months before a captured knight's family paid up. Once payment was received, the captured knight was free to go home.



A knight was expected to guard and protect weaker members of society.

Chapter 3 “Gloomy Castles and Jousting Knights”

Charge!

Knights could prove their strength and abilities by taking part in jousting matches. Jousting matches were mock, or pretend, battles between two or more knights. Knights rode horses, wore full armor, and carried lances. Those who took part in jousts did so to gain respect and possibly a generous prize. For the privileged, attending the jousting matches was considered to be a day of excitement and entertainment. It was very much like watching a football or baseball game today. When the joust began, the knights charged at each other. With the aid of a lance, each knight attempted to knock his opponent off his horse.



Jousting was a popular sport.



Knights competing in a joust

Why is this section of the text titled “Charge!”?

Why would a knight take part in a jousting match?

How did spectators feel about attending the matches? *4.2

Chapter 3 “Gloomy Castles and Jousting Knights”

Cold, Dark, and Gloomy

Many kings and nobles lived in castles. Castles provided the inhabitants, or people who lived there, with a certain amount of protection from the enemy. They were also fairly safe places to store weapons and food supplies. The first castles were wooden forts. Later, people built stronger castles made of stone.



Modern reconstruction of wooden castle



Stone castle in France

Castle walls sometimes **enclosed** a series of small buildings, like a little town. The castle had a water supply within the walls. Residents also needed a good supply of food inside so they could withstand a **siege**. For added protection, some castles were surrounded by moats. The moat was a deep trench, often filled with water. Sometimes there was a drawbridge that could be raised or lowered. Over time, castles became more elaborate with interior courtyards, living quarters for soldiers, and stables.

By today's standards, life in a castle was not very pleasant. Castles were cold and gloomy. They were designed for protection, not comfort. Most castles had only a few rooms. There was typically a Great Hall, a kitchen, and two or three private chambers, or rooms, for the lord and his family. There was no bathroom, just a tiny alcove that jutted out of the castle wall. The contents of the toilet emptied into the moat or a pit directly below. Can you imagine the smell?

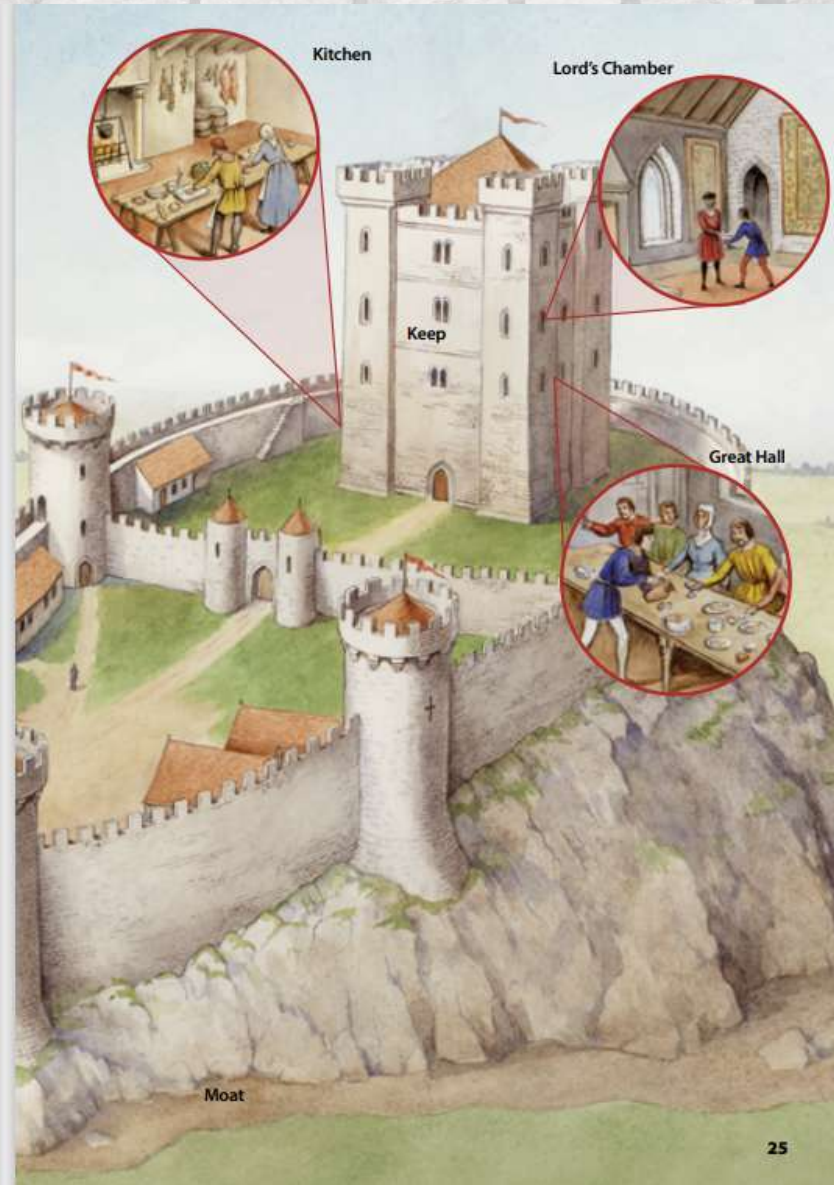
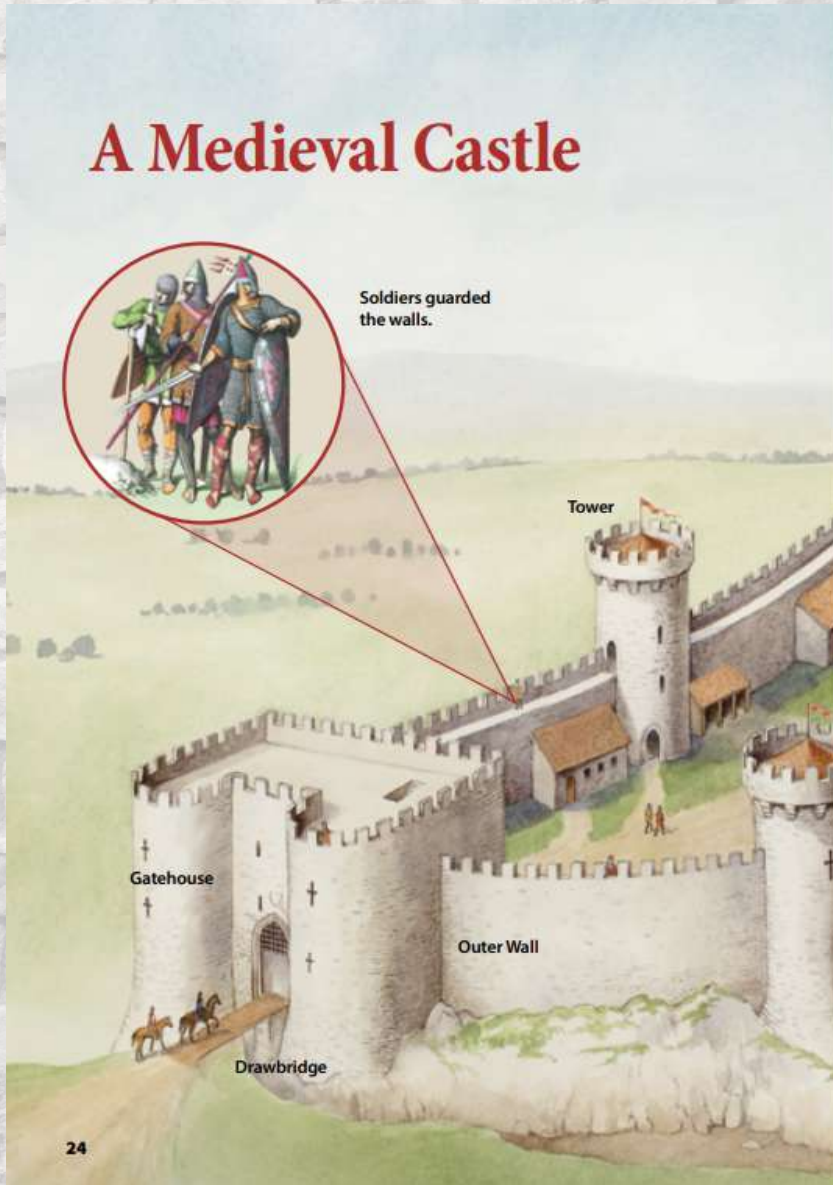


Castle in England with moat

Find 3 pieces of evidence from the text that demonstrate how a castle might protect its inhabitants from an enemy siege. *4.2

Do you think castles were built more for comfort or protection? Cite evidence from the text to support your response.

Chapter 3 “Gloomy Castles and Jousting Knights”



How does this image help you to visualize the following sentence?

“Castle walls sometimes enclosed a series of small buildings, like a little town.”

Chapter 3 “Gloomy Castles and Jousting Knights”



A castle's Great Hall had many uses.

The Great Hall was where family members and their guests gathered. Meals were served in the Great Hall. Entertainers performed there, and guests and even servants slept there. Buckets of hot coals or fireplaces provided the fire needed for heat and cooking. Small windows and candles offered little light.

Traveling storytellers, minstrels, and troupes of actors often visited a castle. Quite often, jesters lived in the castle, ready to perform whenever requested. Noble children and adults in the Middle Ages enjoyed music and dancing. They played outdoor sports as well. Tennis, croquet, and bowling all began as lawn games during this period in history.



Medieval musicians

What took place in the Great Hall in a castle?

Why do you think serfs and their children would likely not have been able to enjoy music and dancing?

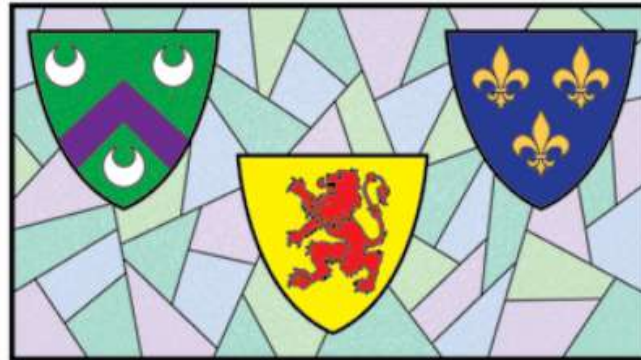
Chapter 3 “Gloomy Castles and Jousting Knights”

Medieval Musings

1. The invention of new weapons brought an end to the era of knights and jousting. What were these noisy weapons called?
2. If a knight dishonored himself in some way by being disloyal or dishonest, he stood trial before a very important member of society. Who would have been his judge?

Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



Chapter 3 “Gloomy Castles and Jousting Knights”

Discuss the Chapter

Why was there a need for knights and castles during the Middle Ages?

Chapter 3 “Gloomy Castles and Jousting Knights”

Discuss the Chapter

Why was there a need for knights and castles during the Middle Ages?

- There were rivalries among nobles, wars with other nations, and violence among neighbors that created a need for protection.

Chapter 3 “Gloomy Castles and Jousting Knights”

Discuss the Chapter

Indicate two ways in which foot soldiers and knights were different.

Chapter 3 “Gloomy Castles and Jousting Knights”

Discuss the Chapter

Indicate two ways in which foot soldiers and knights were different.

- Different Clothing
- Different Weapons

Chapter 3 “Gloomy Castles and Jousting Knights”

Discuss the Chapter

Describe at least two features of a castle that let you know it was built more for protection than for comfort.

Chapter 3 “Gloomy Castles and Jousting Knights”

Discuss the Chapter

Describe at least two features of a castle that let you know it was built more for protection than for comfort.

- Enclosed within walls
- Had its own food and water supplies to withstand a long siege
- Often surrounded by a moat with a drawbridge

Chapter 3 “Gloomy Castles and Jousting Knights”

Activity Page 4.2

Use complete sentences
with capital letters and
punctuation!

Gloomy Castles and Jousting Knights

Answer each question
you found evidence for
in your answer when

1. Young men in the
knights. What were
fighters?

Page(s) _____

2. Describe two different

Page(s) _____

3. What training did aspiring knights have to complete? How might each step of the training prepare them for knighthood?

Page(s) _____

Part B: Which statement from the text best supports the answer to Part A?

- A. “Knights could prove their strength and abilities by taking part in jousting matches.”
B. “Knights rode horses, wore full armor, and carried lances.”
C. “Those
D. “For the excitement

Challenge: Within feudal society, do you think knights were more loyal to lords or serfs? Explain your answer, using the word *because* to introduce reasons.

Page(s) _____

5. On page 23
with a certain
from the text
enemy siege

Page(s) _____

The following questions

4. **Part A:** You read
to watch the

- A. Spectator
B. Spectator
C. Spectator
D. Spectator attending

Page(s) _____

Word Work - *Influential*

Definition

Having power to change or affect important things or people

From the Text

Because it was very expensive to become a knight, these mounted warriors were usually sons of wealthy, **influential** members of society.

Part of Speech

Adjective

Sentence

The mayor is a very **influential** person who was able to convince almost everyone in our town to support the new recycling program.

Word Work - *Influential*

Decide if each of the following sentences is about a person who is *influential* or *not influential*.

Ms. Pascqual convinced the town's mayor to put in a new stop sign at the busy intersection. Is Ms. Pascqual influential?

Word Work - *Influential*

Decide if each of the following sentences is about a person who is *influential* or *not influential*.

Ms. Pascqual convinced the town's mayor to put in a new stop sign at the busy intersection. Is Ms. Pascqual influential? Yes! Ms. Pascqual is *influential*!

Word Work - ***Influential***

Decide if each of the following sentences is about a person who is ***influential*** or ***not influential***.

The little boy tried to convince his mother to let him stay up late to watch a movie, but she said no. Is the little boy influential?

Word Work - *Influential*

Decide if each of the following sentences is about a person who is *influential* or *not influential*.

The little boy tried to convince his mother to let him stay up late to watch a movie, but she said no. Is the little boy influential? No, he is *not influential*.

Word Work - *Influential*

Decide if each of the following sentences is about a person who is *influential* or *not influential*.

Having written the Declaration of Independence, Thomas Jefferson helped shape the early years of our country. Was Thomas Jefferson influential?

Word Work - *Influential*

Decide if each of the following sentences is about a person who is *influential* or *not influential*.

Having written the Declaration of Independence, Thomas Jefferson helped shape the early years of our country. Was Thomas Jefferson influential?

Yes! Thomas Jefferson was *influential*.

Word Work - *Influential*

Decide if each of the following sentences is about a person who is *influential* or *not influential*.

The little girl asked multiple times if she could eat a cupcake before dinner because she finished her homework, but her parents would not let her. Is the girl influential?

Word Work - *Influential*

Decide if each of the following sentences is about a person who is *influential* or *not influential*.

The little girl asked multiple times if she could eat a cupcake before dinner because she finished her homework, but her parents would not let her. Is the girl influential? No, she was *not influential*.

Language – Grammar

Nouns and Adjectives

As I read each sentence, hold up page 4.3 – Noun or Adjective for each word that is a noun or adjective.

Castles were cold and gloomy places.

Language – Grammar

Nouns and Adjectives

As I read each sentence, hold up page 4.3 – Noun or Adjective for each word that is a noun or adjective.

An orange fire glowed inside the dark castle.

Language – Grammar

Nouns and Adjectives

As I read each sentence, hold up page 4.3 – Noun or Adjective for each word that is a noun or adjective.

Small windows and tiny candles offered little light.

Language – Grammar

Nouns and Adjectives

As I read each sentence, hold up page 4.3 – Noun or Adjective for each word that is a noun or adjective.

The first castles were wooden forts.

Language – Grammar

Nouns and Adjectives

As I read each sentence, hold up page 4.3 – Noun or Adjective for each word that is a noun or adjective.

The moat was a deep trench.

Language – Grammar

Nouns and Adjectives

Activity Page 4.4

Practice Nouns and Adjectives

Write *n.* above the nouns and *adj.* above the adjectives. Draw an arrow from the adjective to the noun it describes.

Example: ^{n.} Soldiers wore ^{adj.} padded ^{n.} coats and carried ^{adj.} sharp ^{n.} daggers.

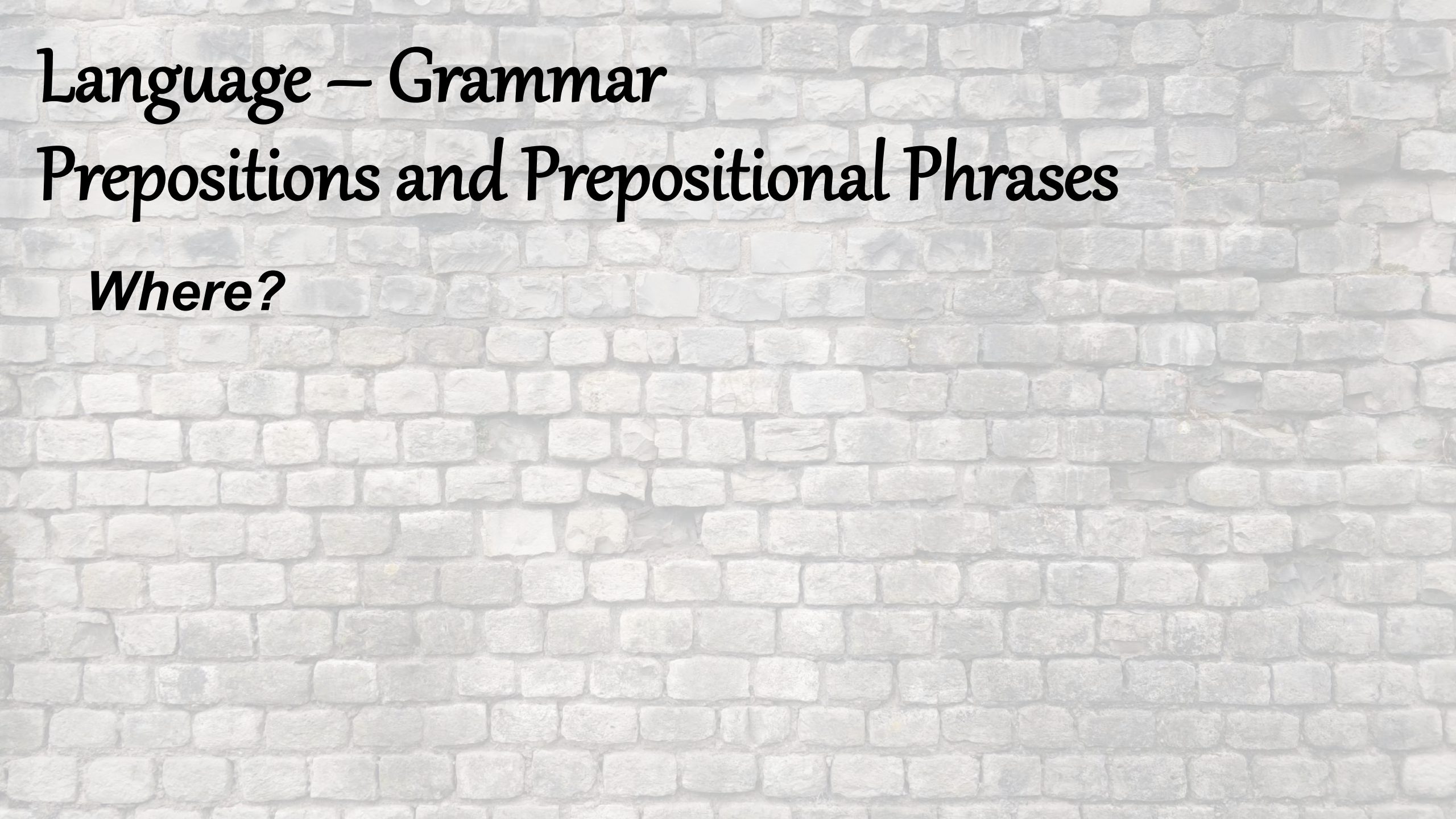
1. A lance is a long, wooden pole with a metal tip.
2. The best knight at a joust won an expensive diamond.
3. Little farms covered the royal land.
4. Castles were safe places to store food and weapons.
5. Traveling entertainers performed in the castle.

Create a sentence using the given adjective/noun pair.

1. brave knights

2. wealthy lords

3. gloomy castle



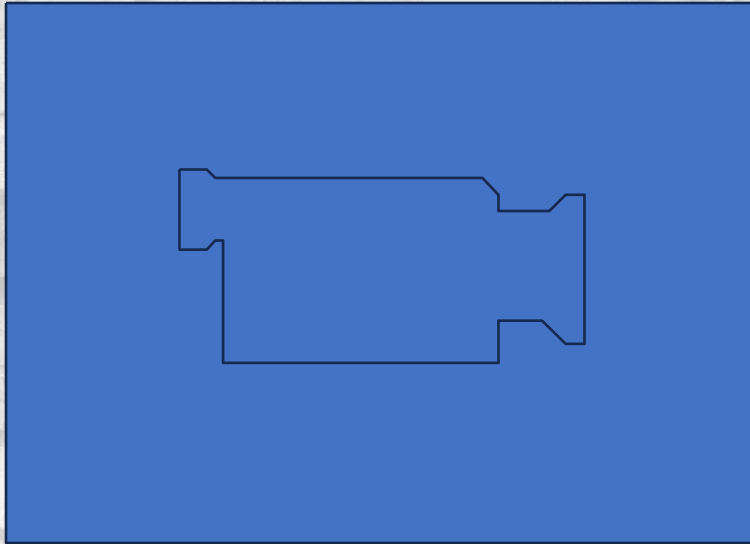
Language – Grammar

Prepositions and Prepositional Phrases

Where?

Language – Grammar

Prepositions and Prepositional Phrases



Language – Grammar

Prepositions and Prepositional Phrases

Use the list of prepositions to write 3 sentences using a prepositional phrase in each one!

Then switch with a neighbor!
They will read the sentences and find the prepositional phrases!



COMMON PREPOSITIONS

- | | | | |
|----------------|---------------|---------------|------------|
| • About | • Beneath | • In spite of | • Till |
| • Above | • Beside | • In to | • To |
| • Abroad | • Besides | • Inside | • Past |
| • According to | • Between | • Instead of | • Per |
| • Across | • Beyond | • Into | • Up |
| • After | • By | • Like | • Upon |
| • Against | • By means of | • Near | • Via |
| • Ago | • By way of | • Next | • Prior to |
| • Ahead of | • Close to | • Next to | • Round |



Language – Morphology

Prefixes ***un*** and ***non***

- ***Un*** and ***non*** both mean “not”.

Language – Morphology

Prefixes ***un*** and ***non***

- Familiar or Unfamiliar?
- You are meeting someone for the first time.

Language – Morphology

Prefixes ***un*** and ***non***

- Happy or Unhappy?
- The hot sun melted my ice cream before I could eat it.

Language – Morphology

Prefixes ***un*** and ***non***

- Equal or Unequal?
 - The pizza was cut into eight slices that were the same size.

Language – Morphology

Prefixes ***un*** and ***non***

- Common or Uncommon?
- All of the kids in the class wore the same color shirt.

Language – Morphology

Prefixes ***un*** and ***non***

- Verbal or Nonverbal?
- Diana put a finger to her lips to signal that we should be quiet.

Language – Morphology

Prefixes ***un*** and ***non***

- Threatening or Nonthreatening?
- The clouds in the sky were dark and the air smelled damp.

Language – Morphology

Prefixes *un* and *non*

Activity Page 4.5

Practice Using Prefixes *un-* and *non-*

Write the best word to complete each sentence.

1. Please only take one piece of candy. Any more than that is _____.
(unfamiliar, familiar, unnecessary, necessary)
2. Stef is _____ because the rain canceled her soccer game.
(unhappy, happy, unequal, equal)
3. We could tell the baby bird was scared so my dad spoke to it in a calm, _____ voice.
(nonessential, essential, nonthreatening, threatening)
4. In a library, it is best to communicate using _____ signals, because talking is not allowed.
(nonliving, living, nonverbal, verbal)
5. Paint used for bowls and cups must be _____ because the dishes must be safe for people to use for eating and drinking.
(nontoxic, toxic, nonessential, essential)
6. It is _____ that my mom lets us eat dessert before dinner!
(uncommon, common, unhappy, happy)

For each word, write a sentence using the word.

1. unfamiliar



2. nonessential

3. nontoxic

4. common

Writing – Taking Notes

Activity Page 2.6 – using reader pages 10-15

LORDS AND SERFS GRAPHIC ORGANIZER		
	Lords 	Serfs 
Homes		
Work		
Clothing		
Food		
Amount of Power		