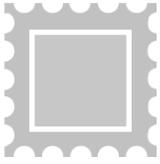


# Introduction



The medieval period, or “Middle Ages,” was a time that covered over a thousand years of history. It saw borders constantly moving, wars and conflicts, social changes, and much growth. Although life was happening all over the world, one tends to think of Europe as the epicenter of medieval life, as its beginnings rose out of the fall of a mighty empire — Rome — and culminated with the eventual rise to a Renaissance period, or “rebirth.” Much of this was focused in Europe and countries surrounding it during this time. Although the Middle Ages took place over five hundred years ago, there are still aspects that have influenced our modern world today, from art to education, and even in the formation of our government.

Each lesson in this Project Passport includes fact-filled, engaging text, created to be all you need for a compact assignment. Should you or your child wish to expound on a subject, a variety of books, videos, and further avenues of research are available in the “**Additional Resources**” section. This study can also act as an excellent accompaniment to any world history program.

You will want to print out the “**Travel Tips**” teacher helps beforehand and brief yourself on the lessons and supplies needed. A three-page “**Travel Planner**” is offered for ease of seeing at a glance what’s coming in each lesson, aiding in your planning and preparations ahead of time. You will want to preview the “**Travel Itinerary**” pages in advance to help you with gathering the materials for the projects you choose to do. Many of the supplies are household items you will have around the house. There will be some projects that require items that you will need to track down before the lesson. The Travel Tips have a list of general materials to have on hand. We have provided you with many attractive masters to create the majority of the projects. Detailed instructions, illustrations, and photos are furnished for the projects. Some projects require the child to exercise research skills to provide information, while others have text provided. When using the provided text, encourage the child regularly to read it aloud, or at least follow along with you if you read it aloud. Also included is lesson text for your “**Guide Book.**”

You will find each lesson is called a “**Stop.**” Although each stop is numbered, **it does not mean that you have to stick to one day per stop.** Feel free to stretch them out as needed! Like any stop on a tour, your time will vary according to what you need to complete your goal, driven by your project choices. The schedule is there to help you, however you should not feel constrained to meet it. Make it fit your needs!

Several stops have more than one project listed. This allows you or your child to choose what you would prefer to do. It is advisable that if you begin with a project that has a series of steps to it, you will want to follow through to the end (e.g., Lap Book™ or the newspaper). These particular ongoing projects take a bit longer to complete, however they result in pieces that your child will be very proud of. If your child is a quick student and gets the projects completed in a day, feel free to choose another project that he or she passed up from earlier lessons. Try to keep a balance in your choice of projects so that different areas are utilized, such as 3-D projects, illustration-related activities, or a form of creative writing.

If you have a camera available, remember to take pictures of the children working on the projects as you go! You may wish to create a notebook page of photos, helping create a portfolio of your study together. Remember, history has too many aspects and interests — it can not be fully taught in twelve years, or even a lifetime! Our goal is to engage a child to love learning history, so that it will become a lifelong passion. If you find your child lingering on a topic he or she is interested in, follow it a little longer! In turn, if he has little interest in a topic and wants to move on, go ahead. The key is to provide exposure to your child. With that he will discover new thoughts and ideas that will spark an interest and feed the desire to know more. By taking cues from your child’s interests, it will allow you to spend more time delving into areas that intrigue him, bringing more delight to the subject. Ultimately, *have fun with the study!*

## Acknowledgements

Home School in the Woods would like to acknowledge the following sources for some art and reference images: © 2012 www.arttoday.com, Dover Publications

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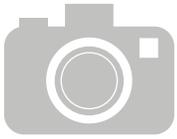
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# Travel Tips



**W**elcome! We hope your travels with Project Passport will transport you to a time in history full of interesting people to meet and amazing locations to visit! Like any international travel plan, you will be provided with the means to make your own passport and luggage folder and a tour book of history, itineraries describing what is at each stop, and much more. In order to make your travels more comfortable and easy to manage, please review these tips before boarding:

**\*\*IMPORTANT!\*\*** When printing these PDF pages, make sure that your printer dialog box does NOT have chosen or selected an option that could shrink the pages. Depending on your version of Adobe Reader®, this can appear in different terms. For example, “scale to fit paper” and “shrink oversized pages to paper size” will automatically shrink the whole page slightly, throwing off the measurements of several of the projects that have been designed at a specific size. Some dialog boxes will offer a choice of “none” (i.e., “no shrinking”) which is what you would want to use.

- Keep a pencil sharpener handy (preferably electric) when using colored pencils for coloring in the maps, figures, etc. When children have their tools in good form they are more apt to do better work. Stubby pencils lead to less control of detail and coloring out of lines, often resulting in the child’s discouragement. This will help avoid it altogether!
- When folding card stock or paper, scoring the paper first helps make a clean fold! You don’t need fancy tools to score paper—a ruler and a large paper clip will do! Anything with a firm, smooth, blunt edge will work. The key is not to have it so sharp that it rips the paper, nor so weak that it bends easily. Just line the ruler up with the fold line and firmly run the rounded end of the paper clip along the ruler. This will create a natural point that the paper will want to bend at.
- Keep a cutting surface on hand for using your exacto knife. A self-healing mat is a great choice and can be found at most art and craft stores. When that is not available, a thick piece of cardboard will work just fine! You may also want to wear some type of safety goggles or glasses and use a strait edge to cut lines. PARENTAL GUIDANCE is strongly suggested when using an exacto knife.
- Don’t throw away potential scrap paper! When using glue sticks, you will want to keep lots of it handy. When preparing to glue, place your image face down on the scrap paper and run the glue stick from the center out over the edges. DO NOT use the same place on the scrap paper for more than one image as it can get glue on the front of the next image. Carefully place the image where you want it and set a CLEAN sheet of scrap paper over the top of it before rubbing it down. This will prevent the oils of your hands from creating unwanted smears.
- Take a good look at the lists of materials needed on the project pages ahead of time so you can gather any odd items before they are needed. Many of these projects will use what you have around the house or will consistently use the same items (listed in our “Often Used Items” list below). However, projects, such as those included in the **“Souvenir Craft Cards,”** will often require more unique items you may not have on hand.

## **OFTEN USED ITEMS TO HAVE ON HAND AHEAD OF TIME:**

*(Many of these items are offered in bulk for a more affordable price at discount warehouses)*

- white printer paper
- colored printer paper
- white card stock
- colored card stock
- glue sticks and liquid glue
- double-sided sticky tape
- corrugated cardboard *(a discarded shipping box will do! Cut it up as needed)*
- acetate, or acetate alternative, such as Dura-lar™
- colored file folders
- lamination sheets *(optional—for protection of projects/game boards)*
- a 1-1/2” or 2” 3-ring binder *(per child)*
- a larger 3-ring binder for the teacher
- colored pencils

## Travel Tips Continued ...

**Should you help in project preparation ahead of time?** We found a few different options worth noting with our test families. Some children preferred to have projects ready to go with each lesson, which meant a little more “mom-time” in preparing them.

There are several projects in Stop #1 that we have you print entirely and prepare first. We do this as these projects will be added to at many stops, and all you have to do is pull it out and it's ready to go. We have you prepare your passport and luggage folder, which, once those are made, will be utilized in all Project Passport studies. You will also prepare the basic components for a few other projects, saving you time in the future. Examples of this are the **“Snapshot Moments in History”** (timeline) and the newspaper. By assembling it at the beginning, you can add figures or articles throughout various stops. We also have you print out all the postcards at Stop #2. You will only hand them out periodically, but by grouping them to print, it saves on card stock.

Age, maturity, and each child's ability to focus will most likely play a part in how much authority you give them over each project. You know your child's burn-out point, and may want to gauge how much you prepare according to how much your child can handle. You may find that some projects, such as the snapshot timeline, are just plain easier for you to have put together ahead of time, as the child can focus on the figures and filling it instead.

Also, bear in mind that some projects utilize dangerous components, such as an exacto knife, hot glue gun, or cooking with a stove or oven. Again, you are the best judge of your children's maturity and what they can handle to use. Some of these areas may need more parent participation.

### Key of codes for pages:

- 1) You are given lesson text to include in your **“Guide Book.”** Stops are numbered 1-25. Those with a number after them have more than one page.
- 2) Project directions are found on the **“Travel Itinerary”** pages and are labeled with the same stop number. Those with a letter after them have more than one page.
- 3) Master pages are labeled with an “M,” the stop number, and the page number. M-1-5 (Stop #1, master 5)
- 4) Teacher keys are labeled with a “TK,” the stop number, and the page number. TK-1-5 (Stop #1, Teacher Key 5)

5) There are icons on the Travel Itinerary pages that will tell you what kind of project it is. Some may include more than one, such as a an edible project in 3-D, or one to be stored in your Scrapbook of Sights:

**SS** = “Scrapbook of Sights”    **LB** = Lap Book”     = Snapshot Moments     = Postcard     = Audio Tour     = Music  
 = Active Participation     = Newspaper     = Game     = Edible Project    **3-D** = 3-Dimensional Project

**How should the materials be organized?** Under the menu title **“Preliminary Packing”** are PDFs for use with 3-ring binder covers that offer a clear vinyl pocket to slide a cover into. The Guide Book cover is provided in color for the teacher, as well as a spine choice to fit different size binders. Having a 3-ring binder available will help to keep your Guide Book text, Travel Itinerary pages, and any additional pages in an orderly fashion. The size of the binder is entirely up to you, and should be based on the number of pages you choose to keep in it. You may want to keep a copy of the **“Travel Planner”** schedule at the front of the binder for quick glances.

For the children, Stop #1 has you prepare the **“Scrapbook of Sights,”** the student 3-ring binder that will house many of his or her projects. There is a black and white cover and a spine available to color in, as well as a spot for the name and date. A 1-1/2” to 2” binder should suffice to hold their projects. If your binder contains pockets, you may wish to include the newspaper or other loose paper projects within them.

## Additional Resources

**Should you wish to include more resources to enrich your studies, here is a helpful list of books and videos that your local library may carry. You do not need to read them all—choose what you would like or your child shows interest in!**

**\* CAVEAT:** Although these resources are helpful, we do not necessarily agree with everything that is contained within them, especially anything referring to evolutionary thinking. However, this can lead to wonderful opportunities for discussion with your children! Also bear in mind that, as with all published works, each book or video is biased according to the beliefs and research of the author or publisher. It is wise to compare more than one source. Whenever possible, try to read from an autobiography or first-hand account for an accurate view. Also, some of these books may contain views or biases that we at Home School in the Woods do not agree with, but other aspects of the book make it worth reading.



### BOOKS:

When it comes to books on medieval history, there is an overwhelming number of works available! Your library most likely has an entire section dedicated to the topic. Below are several choices in various reading levels. Choose what is appropriate for your child. You can assign reading to the student in addition to this study, or choose a good story to use as a read-aloud with the whole family!

#### Non-Fiction:

*Castle*, David MacAulay  
*Cathedral*, David MacAulay  
*The Kingfisher Atlas of the Medieval World*, Simon Adams  
*Medieval Life (DK Eyewitness Books)*, Andrew Langley  
*Knight (DK Eyewitness Books)*, Christopher Gravett  
*Castle (DK Eyewitness Books)*, Christopher Gravett  
*Viking (DK Eyewitness Books)*, Susan Margeson  
*Story of the World, Vol. 2: The Middle Ages*, Susan Wise Bauer  
*Story of the Middle Ages*, Christine Miller (Revised from H. A. Guerber's work)  
*Medieval World Series*, Crabtree Publishing Company

#### Historical Fiction, Literature, and Biographies:

*Augustine Came to Kent (Living History Library)*, Barbara Willard  
*Otto of the Silver Hand*, Howard Pyle  
*The Minstrel in the Tower*, Gloria Skurzynski  
*The Trumpeter of Krakow*, Eric P. Kelly  
*A Proud Taste for Scarlet and Miniver*, E. L. Konigsburg  
*Beorn the Proud (Living History Library)*, Madeleine A. Polland  
*Catherine, Called Birdy*, Karen Cushman  
*Castle Diary: The Journal of Tobias Burgess*, Richard Platt  
*Adam of the Road*, Elizabeth Janet Gray  
*Son of Charlemagne (Living History Library)*, Barbara Willard  
*The Sword in the Stone*, Terence Hanbury White  
*The Hidden Treasure of Glaston*, Eleanore M. Jewett  
*The Story of Rolf and the Viking Bow (Living History Library)*, Allen French  
*The Red Keep (Adventure Library)*, Allen French  
*The Lost Baron*, Allen French  
*The White Company (Books of Wonder)*, Arthur Conan Doyle  
*The Scottish Chiefs (Scribner's Illustrated Classics)*, Jane Porter  
*The Magna Charta*, James Daugherty  
*The Door in the Wall (Books for Young Readers)*, Marguerite De Angeli  
*Medieval Feast*, Alikei  
*Brethren: A Tale of the Crusades*, H. Rider Haggard  
*Tales of the Crusades*, Olivia Coolidge  
*Crusade of Tears (Journey of Souls, Book 1)*, C. D. Baker  
*King Arthur and His Knights (Townsend Library Edition)*, Howard Pyle  
*Tales of King Arthur (Usborne Classics Retold)*, Rodney Matthews, Felicity Brooks and Anna Claybourne  
*Canterbury Tales*, Barbara Cohen  
*Stories of Beowulf Told to the Children (Yesterday's Classics)*, H. E. Marshall

**(Historical Fiction continued)**

*Bulfinch's Medieval Mythology: Age of Chivalry*, Thomas Bulfinch  
*Tales of Robin Hood*, Anna Claybourne  
*Leif the Lucky*, Ingri and Edgar d'Aulaire  
*Eleanor: Crown Jewel of Aquitaine, France, 1136 (The Royal Diaries)*, Kristiana Gregory  
*Ink on His Fingers*, Louise A. Vernon  
*Joan of Arc (DK Biography)*, Kathleen V. Kudlinskis  
*What Really Happened During the Middle Ages*, Terri Johnson  
*Marco Polo*, Nick McCarty  
*Saint Patrick: Pioneer Missionary to Ireland*, Michael J. McHugh  
*If All the Swords in England: A Story of Thomas Becket (Living History Library)*, Barbara Willard  
*Famous Men of the Middle Ages*, John H. Haaren and A.B. Poland

**Books by G. A. Henty:**

*The Dragon and the Raven: Or The Days of King Alfred*  
*Wulf The Saxon: A Story of the Norman Conquest*  
*A Knight Of The White Cross: A Tale of the Siege of Rhodes*  
*In Freedom's Cause: A Tale of Wallace and Bruce*  
*Winning His Spurs: A Tale of the Crusades*  
*A March On London: Being a Story of Wat Tyler's Insurrection*  
*At Agincourt: A Tale of the White Hoods of Paris*  
*Both Sides the Border: A Tale of Hotspur and Glendower*  
*St. George for England: A Tale of Cressy and Poitiers*  
*The Lion of St. Mark: A Story of Venice in the Fourteenth Century*



**AUDIO BOOKS:**

*The Merry Adventures of Robin Hood (Unabridged)*, Howard Pyle / Tantor Media Inc.  
Audio books of G. A. Henty's works: (<http://jimhodesaudiobooks.com/henty.html>)  
*The Dragon & The Raven: The Days of King Alfred and the Viking Invasion*  
*Wulf the Saxon: A Story of the Norman Conquest*  
*Winning His Spurs: A Tale of the Crusades*  
*In Freedom's Cause: A Story of Wallace and Bruce*  
*A Knight of the White Cross: A Tale of the Seige of Rhodes*  
*The Story of the Middle Ages*, Samuel B. Harding  
*Story of the World, Vol. 2: The Middle Ages*, Susan Wise Bauer



**VIDEOS/DVD:** Attention parents: Although some of these movies are unrated or "G" rated, you will want to consider that these movies may still contain violence and/or possible inappropriate scenes for young viewers. Movies that are geared toward more mature audiences with ratings of PG and PG-13 are left to your discretion for viewing. Please preview to determine if suitable for your audience.

*William Wallace: Braveheart*, Little Bear Wheeler ([mantleministries.com](http://mantleministries.com))  
*Castle* (PBS Home Video), David Macaulay  
*Cathedral* (PBS Home Video) Derek Jacobi, David Macaulay  
*Defenders of the Faith DVD Collection*, (Liam Neeson, not rated)  
*Vikings*, Nova  
*Life in the Middle Ages series*, Schlessinger Media  
*The Adventures of Robin Hood* (1938, Errol Flynn)  
*Story of Robin Hood* (1952, Disney)  
*The Sword in the Stone* (1963, Disney Gold Classic Collection)  
*Joan of Arc* (starring Leelee Sobieski, 1999)



**MUSIC:**

Check your library for selections of Gregorian Chant and instrumental medieval music. You can also search on youtube.com. You may wish to preview the youtube selection before sharing it with children, however.

*(Refer to bibliography for more non-fiction sources)*

# Travel Planner: Quick Stop Itinerary - 1

Destination: **The Middle Ages**

Date to Begin Travel: \_\_\_\_\_ Length of Stay: **6-12 weeks**

Passengers: \_\_\_\_\_

Preparations and Stops We Will Be Making:

## Step 1 - Laying the Foundation – Part I: (Packing for the Trip)

SS  

- Have each passenger do the following: create a passport, prepare the “luggage” folder, prepare the “Scrapbook of Sights,” prepare the “Snapshot Moments” timeline, and prepare the newspaper “The Medieval Times”
- Familiarize yourself with the Travel Tips, individual itineraries, and materials you will need for chosen activities along the journey

## Step 2 - Laying the Foundation – Part II: Barbarians in the South & East

SS   

- Add to Snapshot Moments (SS)
- Add to Newspaper “The Medieval Times”
- “Wish You were Here” Postcard Greetings (SS)

## Step 3 - Laying the Foundation – Part III: Barbarians in the North & West

SS  

- Add to Snapshot Moments (SS)
- Map of Barbarian Invasions (SS)
- “Wish You were Here” Postcard Greetings (SS)

## Step 4 - Everyday Life – Part I: Family

SS   LB 

- Add to Snapshot Moments (SS)
- The Medieval Structure of the Classes- large (SS)
- Audio Tour: “Interview Among the Classes”
- Add to Newspaper “The Medieval Times”
- The Medieval Structure of the Classes- small (LB)

## Step 5 - Everyday Life – Part II: Clothing & Food

SS    3-D  LB

- Add to Snapshot Moments (SS)
- Clothing of the era (Scrapbook and Stick Puppets) (SS)
- Dining Out Guide (LB)
- Add to Newspaper “The Medieval Times”
- Dress Medieval!
- Souvenir Craft Cards: Floral Wreath Circlet / Robin Hood Cap (SS)

## Step 6 - Everyday Life – Part III: Community

SS   3-D LB

- Add to Snapshot Moments (SS)
- Life in a castle (LB)
- Souvenir Craft Card: Sculpt with Marzipan (SS)
- The Castle (SS)
- Build a castle!

## Step 7 - Everyday Life – Part IV: Crime, Punishment... & Entertainment

SS     LB  

- Add to Snapshot Moments (SS)
- Jousting (LB)
- Be a Troubadour!
- Audio Tour: “Trade Festival on a Holy Day”
- Add to Newspaper “The Medieval Times”
- Justinian’s Code (SS)
- Games of the Middle Ages: “Fox and Geese”

## Step 8 - Business – Part I: Towns & Guilds

SS   LB 

- Add to Snapshot Moments (SS)
- The Town (SS)
- Audio Tour: “Visiting a Village, Town, and Castle”
- Add to Newspaper “The Medieval Times”
- Life in a Town (LB)

SS = “Scrapbook of Sights”

LB = Lap Book™

 = Snapshot Moments

 = Postcard

 = Audio Tour

 = Music

 = Active Participation

 = Newspaper

 = Game

 = Edible Project

3-D = 3-Dimensional Project

# Travel Planner: Quick Stop Itinerary - 2

## Stop 9 - Business – Part II: Merchants, Trade, & Exploration

SS   LB   

- Add to Snapshot Moments (SS)
- “Wish You were Here” Postcard Greetings (SS)
- Matching Game of Occupations

- Add to Newspaper “The Medieval Times”
- Trade Goods (LB)
- Souvenir Craft Card: Rosewater (SS)

## Stop 10 - Science & Invention

SS  3-D   

- Add to Snapshot Moments (SS)
- “Wish You were Here” Postcard Greetings (SS)

- Add to Newspaper “The Medieval Times”
- Be an Alchemist! “Golden Maple Coins”

## Stop 11 - Education

SS   LB

- Add to Snapshot Moments (SS)
- Education in the Middle Ages (LB)

- Add to Newspaper “The Medieval Times”

## Stop 12 - The Arts

SS   3-D

- Add to Snapshot Moments (SS)
- Souvenir Craft Card: Mosaic Art (SS)

- Add to Newspaper “The Medieval Times”
- Souvenir Craft Card: Stained Glass Art (SS)

## Stop 13 - Medicine and Disease

SS  LB   

- Add to Snapshot Moments (SS)
- The Black Death & Other Nasty Diseases (LB)
- Audio Tour: “Detour!”

- Add to Newspaper “The Medieval Times”
- Souvenir Craft Card: Herb Salts (SS)

## Stop 14 - The Church – Part I: History

SS   3-D

- Add to Snapshot Moments (SS)
- What’s a Pilgrimage? (SS)
- Chaucer and His Canterbury Tales (SS)

- Add to Newspaper “The Medieval Times”
- Souvenir Craft Card: Pilgrim Badge (SS)

## Stop 15 - The Church – Part II: Church and Other Religious Events

SS    LB

- Add to Snapshot Moments (SS)
- “Wish You were Here” Postcard Greetings (SS)
- Icon Art (LB)

- Add to Newspaper “The Medieval Times”
- The Rise of Islam (LB)

## Stop 16 - The Church – Part III: Monastic Life

SS    LB  

- Add to Snapshot Moments (SS)
- “Wish You were Here” Postcard Greetings (SS)
- Life in a Monastery (LB)
- Audio Tour: “Touring a Monastery”

- Add to Newspaper “The Medieval Times”
- Create an Illumination (SS)
- Gregorian Chant

SS = “Scrapbook of Sights”

LB = Lap Book™

 = Snapshot Moments

 = Postcard

 = Audio Tour

 = Music

 = Active Participation

 = Newspaper

 = Game

 = Edible Project

3-D = 3-Dimensional Project

# Travel Planner: Quick Stop Itinerary - 3

## Stop 17 - The Crusades – part I: The Big Four

SS   

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Add to Newspaper "The Medieval Times"
- Famous People of the Crusades (SS)

## Stop 18 - The Crusades – part II: Other Crusades

SS   3-D

- Add to Snapshot Moments (SS)
- Souvenir Craft Card: Panel Painting "The Four Alls" (SS)
- Add to Newspaper "The Medieval Times"

## Stop 19 - Knights & Chivalry

SS  LB

- Add to Newspaper "The Medieval Times"
- The Coat of Arms (SS)
- Steps from Page to Knight (LB)
- The Code of Chivalry (SS)

## Stop 20 - The Vikings – Part I: Viking Life

SS   LB

- Add to Snapshot Moments (SS)
- Life in a Viking Settlement (LB)
- Add to Newspaper "The Medieval Times"

## Stop 21 - The Vikings – Part II: Era of the Viking

SS    3-D 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Audio Tour: "A Viking Village"
- Add to Newspaper "The Medieval Times"
- Souvenir Craft Card: The Viking Longship (SS)

## Stop 22 - Battles, Wars, & Conflicts – Part I: The Muslim Invasions

SS   3-D 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Souvenir Craft Card: Make a Catapult! (SS)
- Add to Newspaper "The Medieval Times"
- Medieval Weaponry & Armor (SS)

## Stop 23 - Battles, Wars, & Conflicts – Part II: Eastern Europe

SS    

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Add to Newspaper "The Medieval Times"
- File Folder Game: "Journey through the Middle Ages"

## Stop 24 - Battles, Wars, & Conflicts – Part III: England

SS   3-D   LB

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Souvenir Craft Card: Make a Tapestry (SS)
- Audio Tour: "Battle of Hastings"
- Add to Newspaper "The Medieval Times"
- The Bayeux Tapestry (SS)
- The Magna Carta (LB)

## Stop 25 - Final Stop – Packing Up!

— ALL —

- Finish Outstanding Projects
- Create Travel Brochure
- Add to Passport and Luggage
- Assemble Lap Book™

SS = "Scrapbook of Sights"

LB = Lap Book™

 = Snapshot Moments

 = Postcard

 = Audio Tour

 = Music

 = Active Participation

 = Newspaper

 = Game

 = Edible Project

3-D = 3-Dimensional Project

**More about Towns**

A medieval town was a place where progressive and forward-looking minds gathered and lived together. During the Middle Ages towns were the location of much scientific and academic development. At the same time they were centers of industry and trade. While castles had rich barons and knights and the villages surrounding them were filled with serfs, towns were crowded with freemen. These men formed a kind of small middle class that was not extraordinarily wealthy — for the most part — and yet who were not in servitude to a lord like the serfs were.

Towns were not common early on. The first to appear were usually built near a castle, and the citizens of a town would pay rent to a lord and be subject to his rule, although they were distinctly free and not on the same level of servitude as their neighboring serfs. As the Middle Ages progressed, towns became more and more common — and larger. Soon they began to be built out in the open, away from any castle or lord. Many serfs who longed for freedom escaped from their lord's estates and made their way to a nearby town, where sympathetic townsfolk, who understood the desire to be free and in control of one's own future, would often give them asylum and work.

The inhabitants of a town were called bourgeois (pronounced: boor-zhwah) or burgesses. When a town grew large enough, the bourgeois would often go to the lord who owned the land that the town was built on and request a charter. If the townsfolk got the charter, that meant the lord gave up all control over the town and in return only expected some kind of tax from them in exchange for their living on his lands. Of course a charter was expensive, and the lords, who often found themselves in dire need of cold, hard cash, were usually willing to consider these requests.

Once a town had a charter, they would set up their own laws and elect people from amongst themselves to lead. In addition, in order to protect their freedom from any lord who might consider gathering his soldiers and taking control of a town again, they would build walls and train guards to patrol them. A further advantage of these walls was that they gave only a few specific entry points for people to enter. This meant that everyone had to pay the tolls at the gates that would be charged to peddlers and farmers to enter the town and sell their goods. The gates would usually be shut at night to make sure the town stayed safe from any unsavory intruders.

There were several towns throughout Europe that did exceptionally well and grew into city-states. These city-states were so powerful that they operated like tiny countries, able to stand up for themselves and be respected by the larger countries that surrounded them. Some of the more well known city-states from the Middle Ages are Amalfi, Genoa, and Venice, the last two being famous rivals in trade, politics, and war.

As towns grew in importance, business grew as well. For many years Europe had fallen behind the East and other foreign countries when it came to commerce. With most of its inhabitants living in villages and focused on agriculture and the growing of food for their own dinner tables, the various European countries were unable to produce much else. But over time, Europe's industry and trade slowly began to catch up and eventually surpass the rest of the world. Textiles, silks, velvets, linens, wool, metal work, mining, glass, and many other industries all grew by leaps and bounds, and with this industrial growth came the rise of the guilds.

**Guilds**

Some of the most powerful forces in a town were the guilds. There were two basic kinds of guilds: merchant guilds, which we will hear more about in the next lesson, and craft guilds, which were large organizations of men who all worked the same craft. There were guilds for every trade

you could imagine; guilds of armorers, shoemakers, bakers, blacksmiths, soap makers, etc. Sometimes making something as simple as a piece of cloth could involve several different guilds. You had a member of the weaver's guild weave wool into a fabric before you would need a member of the fuller's guild to thicken the cloth — a nasty job done by trampling on the greasy wool cloth in a bucket of urine that would in turn “felt” the cloth and thicken it, removing the grease and closing the gaps in the fabric. Once this was done, the fulled cloth would be dyed by... you guessed it, a member of the dyer's guild.

Although there appears to be a striking similarity on the surface, guilds were not quite like modern unions, as their members generally consisted of the masters of the craft and workers who were at a very high level of skill. A guild did not focus on representing the common workers, as is the purpose of a union. Guilds represented the masters of a craft. If you were a member of a guild, you were very good at what you did for a living. Despite the progressive attitude of the towns, women were seldom allowed into a guild.

If someone wished to work a craft, he would apprentice himself to a master of that craft for a number of years, most commonly seven. During this time he would serve his master and in exchange would receive training in the craft along with food, clothing, a bed, and perhaps a little spending money. Once a man had finished his apprenticeship he would become a journeyman, which does not mean he would become a man who would go on journeys. The term comes from the French word “journee” which means “day” worker. This basically meant a journeyman worked for a daily wage and was his own man, no longer apprenticed to a specific master.

A journeyman's ultimate success came if he could prove his technical skill in his trade by creating a “masterpiece,” which would be judged by the leadership of his guild. This was not what we think of as a masterpiece nowadays. It was not a once-in-a-lifetime accomplishment that would be remembered and revered for centuries. It was simply a product — for instance, a shoemaker making a pair of shoes — that demonstrated how well the journeyman had mastered the craft. If the work was deemed worthy, the journeyman could become a master of the trade and could then set up his own shop. This title of Master is what has led to the common title of Mister.

Guilds were powerful political forces. They were well-structured organizations of men who dominated the leadership of their towns. Often a guild would use some of the money provided by its members to construct magnificent guildhalls to hold their meetings and to enhance the prestige and respect that a guild held in its own town.

A guild would also provide protection for its members. If a member was sick, the guild would help care for his family until he was well enough to work again. If a lord refused to pay a craftsman, his guild would often exercise its power by refusing to do business with the lord until he provided due compensation to their cheated member. Guilds would also help keep foreign competition from entering a town and competing with its members. On the whole, guilds were a force to be reckoned with in the towns, and getting on a guild's bad side was never a good idea. They were an important dynamic in every town during the Middle Ages.

**Stop 8 - Business — Part I:**  
Towns and Guilds



**1. Snapshot Moments:**



Color, cut, and place the following figures:

*Rise of City-States ; Guilds Thrive*

**2. Add to Newspaper: “The Medieval Times”**



Add an article for “**Town Meeting Thursday**” on page three of the newspaper.

Add advertisements for “**Trutwin’s Textiles**” and “**Shop the Town Public Market**” on page three and “**Castile Soaps**” on page seven of the newspaper.

**3. The Town:**



Medieval towns were an important development in medieval society. This project will introduce you to merchants, guilds, freemen, and more!

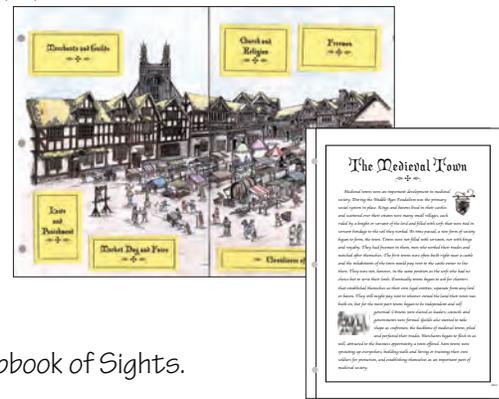
- SUPPLIES:
- one copy of M-8-1 and M-8-2 printed on white card stock
  - Print M-8-3 on the BACK side of M-8-2
  - one copy of M-8-4 and M-8-5 printed on colored paper
  - scissors - colored pencils
  - double-sided sticky tape - clear tape

DIRECTIONS:

1. Trim M-8-1 on line at right side of image. Trim 1/2” off of the right and left sides of M-8-2. Your final size should be 7-1/2” wide. Align M-8-1 and M-8-2 together and tape on the back side. Color the town.

2. Cut out the text blocks and titles from M-8-4 and M-8-5. Fold the text blocks in half and adhere the titles. Adhere the blocks to the spaces indicated on the town.

Fold to close and three-hole punch the left side. Store in your Scrapbook of Sights.



**4. Life in a Town:**



This project is the second of the “Life in a...” series to place in your Lap Book™ at the end of the trip. It will be done the same way as previously in Stop #6.

- SUPPLIES:
- one copy of M-6-6 printed on white paper
  - one copy of M-6-9 printed on colored paper
  - scissors - glue stick

DIRECTIONS:

1. Cut out the hexagon base and the hexagon to write in.
2. Adhere the two hexagons together. Be sure to check that the sides fold in the correct direction before gluing.
3. Research and record the information requested in the four sections of the project. Score and fold in the sides as shown.

Once completed, store in a zip-lock bag for inclusion in your Lap Book™ at the end of the trip.



**5. Audio Tour: “Visiting a Village, Town, and Castle”**



As the coach continues from England to France, join Agatha as she takes you on a tour of three different locations of everyday life — a village, town, and castle!

## Snapshot Photos-2:



### Rise of City-States

11th century  
Many strong trading cities develop their own independent governments



### Guilds Thrive

11th-16th centuries  
Merchant and craft guilds flourish throughout Medieval Europe



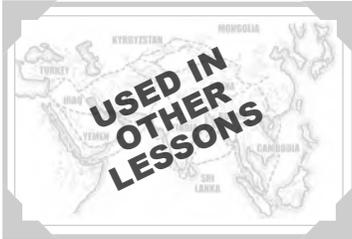
**Merchant Banks**  
Established in Europe  
c. 12th-13th century



**Hanseatic League**  
Dominates Trade in Northern Europe  
c. 12-15th century



**Henry the Navigator**  
1394-1460 AD  
Prince of Portugal noted as the patron of exploration and navigation



**The Silk Road**  
13-14th centuries  
Ancient trade route that was revived by the Mongols and used by Marco Polo and other merchants



**Marco Polo**  
1254-1324 AD  
Italian merchant and explorer to Asia



**Bartholomew Diaz**  
c. 1450-1500 AD  
Portuguese explorer whose success in rounding the Cape of Good Hope established a sea route to Asia



**Christopher Columbus**  
1451-1506 AD  
Genoese explorer in the service of Spain whose expeditions led to the discovery of the New World



**Boethius**  
c. 470-524 AD  
Roman scholar who translated several important Greek manuscripts into Latin



**Arabic Number System is Introduced to Europe**  
12th century AD



**Gerbert of Aurillac "Pope Sylvester II"**  
10th century AD  
Reintroduced the abacus to Europe, helping to transform the world of math in Europe



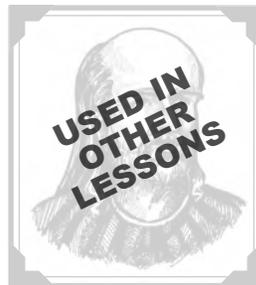
**Johann Gutenberg**  
Invents Printing Press  
c. 1440 AD



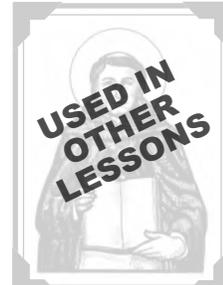
**Roger Bacon**  
c. 1214-1292 AD  
English friar, scientist, mathematician, and philosopher



**Leonardo da Vinci**  
1452-1519 AD  
Italian artist, engineer, musician, inventor, and scientist whose works helped usher in the Renaissance period



**Anselm**  
1033-1109 AD  
Archbishop of Canterbury who authored "Proslogium" and a founder of Scholasticism



**St. Thomas Aquinas**  
1225-1274 AD  
Italian theologian, philosopher, Dominican monk, supporter of Scholasticism, and author of "Summa Theologica"



**Alcuin**  
735-804 AD  
Anglo-Saxon educator, scholar, and theologian



**Niccolo Machiavelli**  
1469-1527 AD  
Italian statesman and political theorist best known for his book, "The Prince"



**Dante Alighieri**  
1265-1321 AD  
Italian poet best known for his epic, "The Divine Comedy"



# Snapshot Moments in History



900 AD

1000 AD

1050 AD

"Gerbert of Aurillac"

"The Althing"

"Rise of City-States"

"Harold Godwinson"

"First Castles are Built in Europe"

"Leif Eriksson"

"Canute"

"Dublin is settled by Vikings"

"Erik the Red"

"Guilds Thrive"

"Edward the Confessor"

"Normandy given to the Vikings"

"Battle of Lechfeld"

"Sweyn Forkbeard"



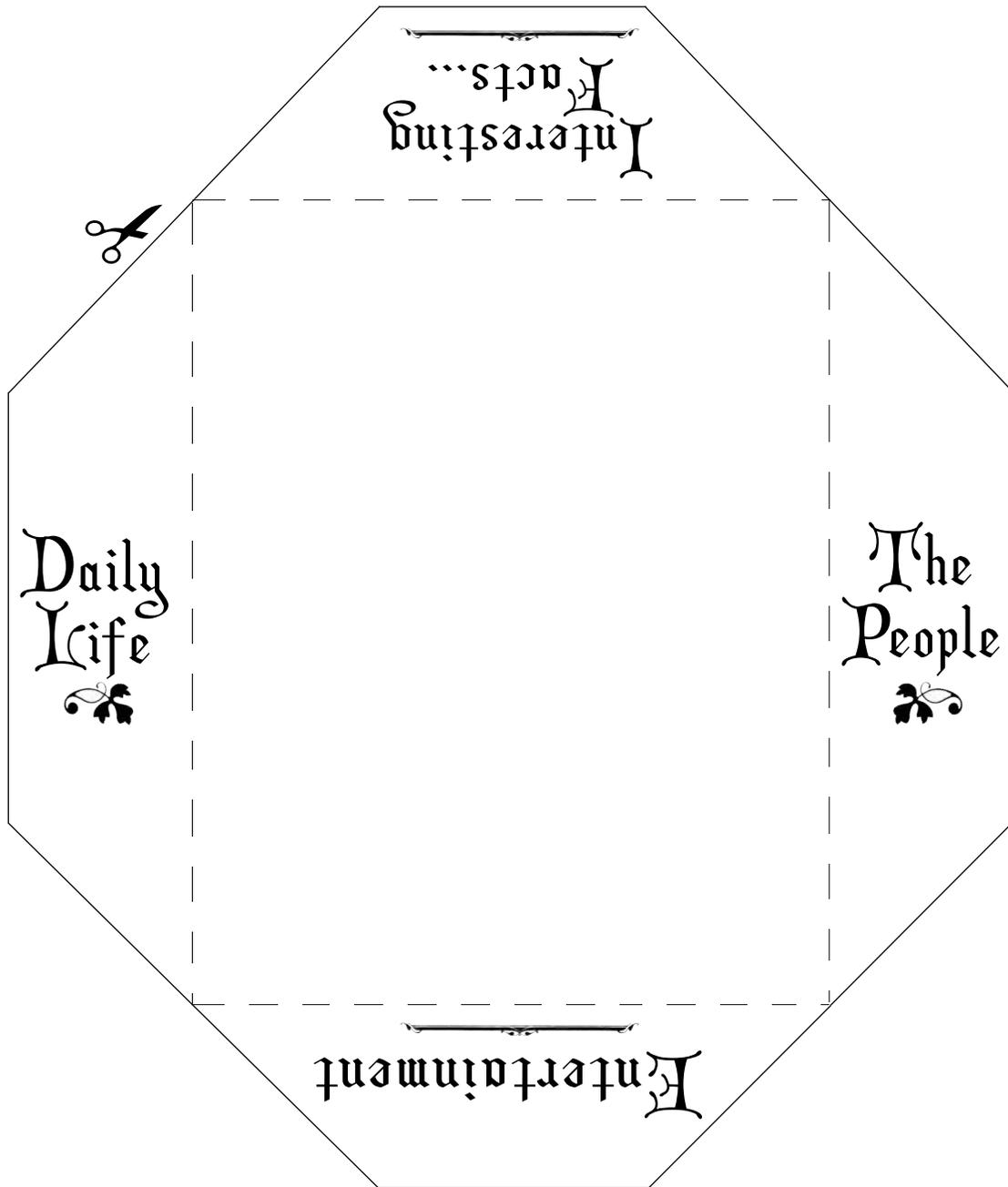




Handwriting practice sheet with a central title and decorative flourishes.

**Life  
in a  
Town**

The page is designed for handwriting practice. It features a large octagonal frame containing several sets of horizontal lines. The central text, "Life in a Town", is written in a decorative, blackletter-style font. The text is flanked by two columns of horizontal lines, and there are additional lines above and below the central text block. The entire page is enclosed in a double-line octagonal border.



Interesting  
Facts...

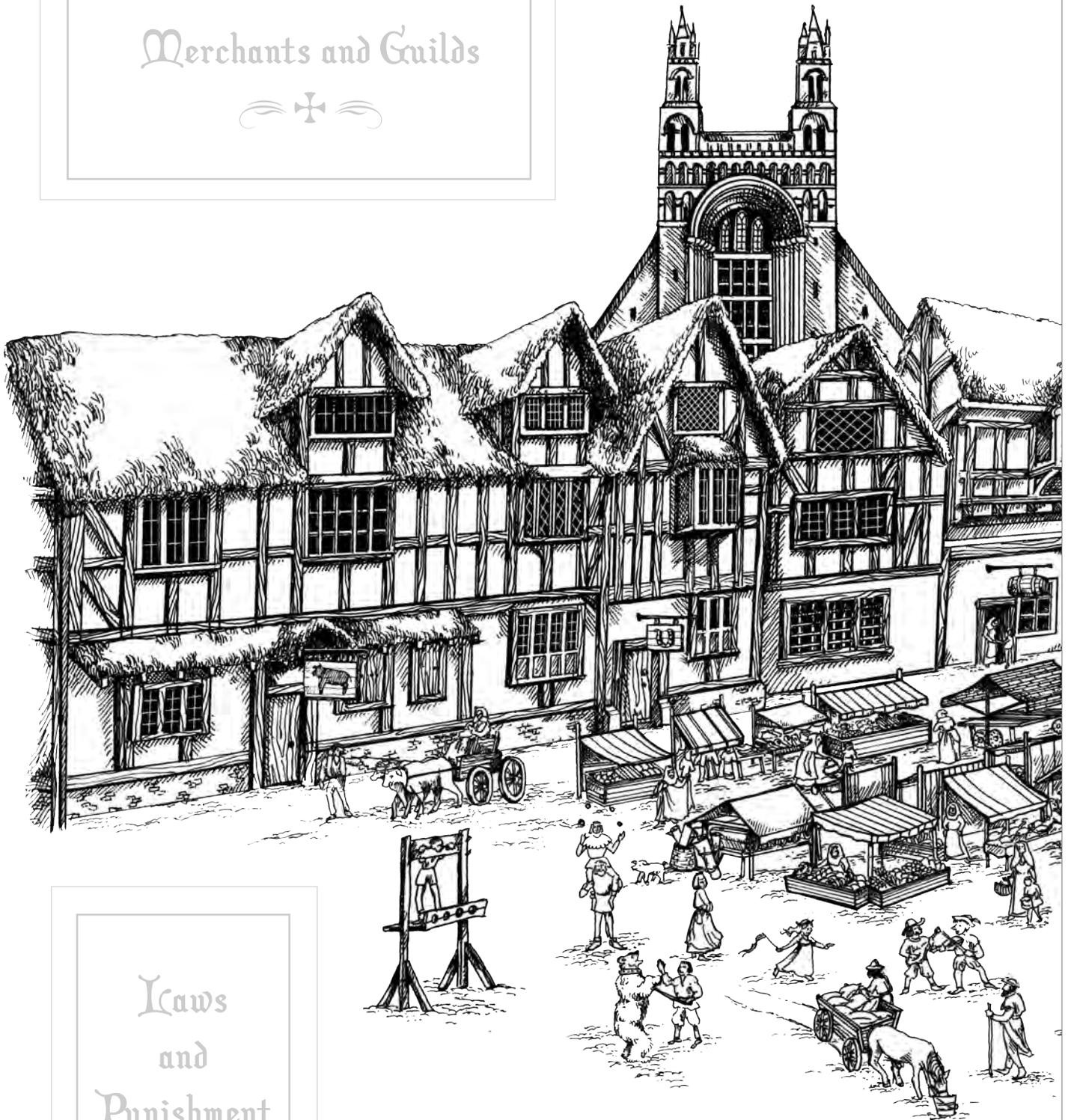


Daily  
Life

The  
People

Entertainment

# Merchants and Guilds



# Laws and Punishment



# Market Day and Fairs



Church and  
Religion



Freemen

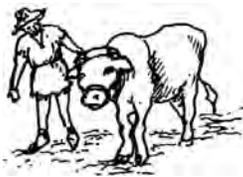


Cleanliness of the Town

# The Medieval Town



Medieval towns were an important development in medieval society. During the Middle Ages feudalism was the primary social system in place. Kings and barons lived in their castles and scattered over their estates were many small villages, each ruled by a knight or servant of the lord and filled with serfs that were tied in servant bondage to the soil they worked. As time passed, a new form of society began to form, the town. Towns were not filled with servants, nor with kings and royalty. They had freemen in them, men who worked their trades and watched after themselves. The first towns were often built right near a castle and the inhabitants of the town would pay rent to the castle owner to live there. They were not, however, in the same position as the serfs who had no choice but to serve their lords. Eventually towns began to ask for charters that established themselves as their own legal entities, separate from any lord or baron. They still might pay rent to whoever owned the land their town was built on, but for the most part towns began to be independent and self-



governed. Citizens were elected as leaders; councils and governments were formed. Guilds also started to take shape as craftsmen, the backbone of medieval towns, plied and perfected their trades. Merchants began to flock in as well, attracted to the business opportunity a town offered. Soon towns were sprouting up everywhere, building walls and hiring or training their own soldiers for protection, and establishing themselves as an important part of medieval society.

Merchants and Guilds (fold horizontally):

The various craftsmen of a medieval town formed into guilds, groups of men who all worked the same trade. Guilds had much influence in a town, and becoming a master of a trade and therefore a member within a guild was a prestigious accomplishment. The other influential group in the towns was made up of the merchants who purchased and sold goods from all over the world. Both the guilds and the merchants helped in establishing a respect for and prosperity of the many towns of Europe.

## Merchants and Guilds



Freemen (fold horizontally):

Kings and lords lived in castles, and serfs and villeins lived in villages, but freemen lived in medieval towns. Freemen were not serfs, but neither did they have the power of the kings and barons, although some of them were still very rich. Freemen were just that, free men. They were able to direct their own lives, and consequently many of those who lived in towns were freemen who chose to learn a trade or to become merchants, earning a living as best they could.

## Freemen



Church and Religion (fold horizontally):

Every town had at least one church, if not more. The church was the center for everyone's spiritual well-being and it was imperative that every town, village, and castle have one. During the Middle Ages people of all stations, from a king to a serf, religiously went to church. Some of the larger towns and cities in Europe had cathedrals, which were huge, beautifully built churches that showed the power and wealth of the Church during this time.

## Church and Religion



Laws and Punishment (fold vertically):



Many of the strict laws during medieval times came from the various governments throughout Europe, but these were not the only laws. For instance, merchants had their own codes and laws as well. Breaking the law during the Middle Ages was a serious offense. A guilty criminal might be dragged through the streets and whipped, put in the stocks, or have a hand cut off. In some cases they were even hung.

Market Day and Fairs (fold horizontally):

## Market Day and Fairs



## Laws and Punishment



About once a week a town would have a market day. Everyone would gather in the town square where local farmers and craftsmen would sell their goods. A town would also have a fair, usually a couple of times a year, often on Holy Days. Merchants would travel from far away and many people would gather to enjoy the mystery plays, dancing bears, jugglers, food, drink, and more.

Cleanliness of the Town (fold horizontally):

A medieval town was a very smelly, dirty, unhealthy place. The roads were very muddy and filled with all kinds of garbage and filth, which was not properly drained. To make matters worse, no one bothered to walk out of the town to dispose of things outside the walls, and so excrement and waste were thrown right out of the windows of houses onto the street below. A medieval town's cleanliness was not something to boast about.

## Cleanliness of the Town