Lesson Plan Summary
Magic Tree House Fact Tracker: Knights and Castles

Living Medieval Castle Exhibit

A research project using **Knights and Castles**

EACH STUDENT WILL:	COMMON CORE STANDARDS ADDRESSED:
	(The standard for one grade level is explained. The codes for applicable grade levels are listed.)
• Read informational text to gather supporting details	**READING:** • **KEY IDEAS AND DETAILS (RI1.1, RI2.1, RI3.1, RI4.1, RI5.1)** Ask and answer questions about the text. (RI2.1)
• Compare information gathered from multiple informational sources.	• **INTEGRATION OF KNOWLEDGE AND IDEAS (RI1.9, RI2.9, RI3.9, RI4.9, RI5.9)** Compare and contrast the most important points presented by two texts on the same topic. (RI2.9)
• Research a topic of interest from the Fact Tracker	**WRITING:** • **TEXT TYPES AND PURPOSES (WI1.2, WI2.2, WI3.2, WI4.2, WI5.2)** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (WI2.2)
• Organize research through scaffolded note-taking strategies	
• Create a multimedia project to summarize research	• **RESEARCH TO BUILD AND PRESENT KNOWLEDGE (WI1.7, WI2.7, WI3.7, WI4.7, WI5.7)** Participate in shared reading and writing projects. (WI2.7)
• Present project to the class	**SPEAKING AND LISTENING:** • **PRESENTATION OF KNOWLEDGE AND IDEAS (SL1.4, SL2.4, SL3.4, SL4.4, SL5.4)** Report on a topic, speaking clearly at an understandable pace. (SL2.4)
	• **PRESENTATION OF KNOWLEDGE AND IDEAS (SL1.5, SL2.5, SL3.5, SL4.5, SL5.5)** Use multimedia components and visual displays to enhance the development of main ideas or themes. (SL2.5)

FT2-4S914

Created by: Melissa Summer Wells, Woodland Heights Elementary School, Spartanburg, South Carolina

Lesson Plan
Magic Tree House Fact Tracker: Knights and Castles

Create a Living Medieval Castle Exhibit

A collaborative class project

For this whole-class project, you will do research to create your own living medieval castle exhibit. Small groups will be responsible for researching and creating an interactive presentation about various elements of medieval castle culture. Invite parents and other classes to tour the "castle" when the exhibits are complete! *(Note: The lesson length will vary. You may pace your progress according to the needs of your students.)*

Materials:
- Copies of the Knights and Castles Fact Tracker for each student or small group
- Medieval Research and Planning sheet for each student
- Materials for exhibit creation (construction paper, bulletin board paper, aluminum foil, etc., as groups request)
- Rubrics in Accompanying Materials

Procedures:

1. Suggested pre-reading activities to use with the fact tracker, Knights and Castles.
   - Read about the parts of a castle at this site: http://www.castles.org/Kids_Section/Castle_Story/parts.htm. Or, if you have an interactive white board, you can "visit" a castle and click on its parts to learn more at this site: http://www.kidsonthenet.com/castle/view.html.
   - On an interactive white board, visit http://downloads.bbc.co.uk/schools/primaryhistory/lesson_plans/anglo-saxon/normans_lp_hoh_feasting.pdf and scroll down to page 4. (If you do not have an interactive white board, you can print this page as well.) Discuss the feast scene as a class. What observations can students make? (Note: this site includes other ideas for expansion if time and interest allow in your classroom.)
   - Look at the pictures in the accompanying materials of different examples of armor displayed in the Tower of London.

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1. Explain that Mary Pope Osborne wrote a non-fiction guide that has lots of facts about castle life. Students will work in small groups to become an expert in the content of one chapter. Once groups have finished their research, they will design and create an interactive "exhibit" to represent the learning in their chapter. For example, they may wish to dress up like people in the castle, decorate an area of the classroom, or create a poster about some facts they learned.

2. Allow students to read in their groups and fill out their Medieval Research and Planning Sheet. Circulate as students work to supervise their progress and thought processes.

3. When students are done working in their small groups, come together as a class. Invite small groups to share something from their research that they found interesting.

4. Allow students to return to small groups to begin the exhibit phase of the project. They will need to determine the nature of their exhibit (dressing up, etc.) and how they will represent facts from their reading in their exhibit.

5. After students are done planning their exhibits, let the creation ensue!

6. When all groups have finalized their exhibits, allow each small group to present to the class.

7. Invite parents and other classes to tour your exhibit!

8. A rubric for evaluation is included in the Accompanying Materials.

Knights and Castles
Accompanying Materials
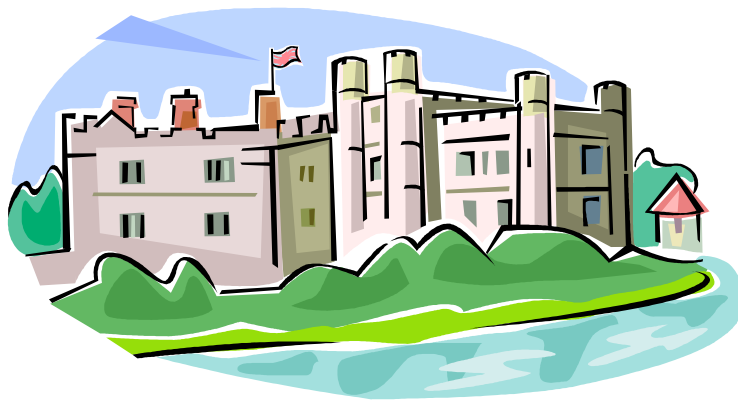
Armor

Photo credit: Melissa Summer (personal photo)

The helmet on the left is called a close helmet. They were popular in England in the late 15th and 16th centuries. It fully covers the head and allows the wearer to see out of small slits in the visor. This type of visor is known as a "sparrow's beak." The helmet on the right is an example of embossed armor from the Italian Renaissance. It was part of an open-faced helmet.

Class Discussion Questions: How are the helmets the same? Different? Which one would be easier to see out of? Which one would you rather wear in battle and why?

Photo credit: Melissa Summer (personal photo)

The armor on the left is one of the smallest in the world. It was built for a boy who was 37 inches tall. The armor on the right is in the Guinness Book of World Records as the tallest armor in the world. It is 6 feet, 8 inches tall.

Class Discussion Questions: How are the suits of armor the same? Different? How do you think it would feel to wear the armor?

Photo credit: Melissa Summer (personal photo)

This armor belonged to King James II and was made in 1686. It was made by the last working armorer in London. Armor became less popular as guns were used more in fighting. Instead of a helmet, the armor includes a face guard to show that the wearer was important.

Class Discussion Questions: Why would armor not be helpful in gunfire? Why would it be helpful in a sword fight?

Name: _____ Date: _____

Medieval Research and Planning Sheet
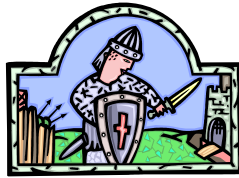
Part 1: Research
- Write the name of the chapter you read. _____
- Summarize the chapter using the main idea and details map below. (Feel free to use the empty space around each oval to write more!)

Detail:

Detail:

Detail:

Main idea:

Detail:

Detail:
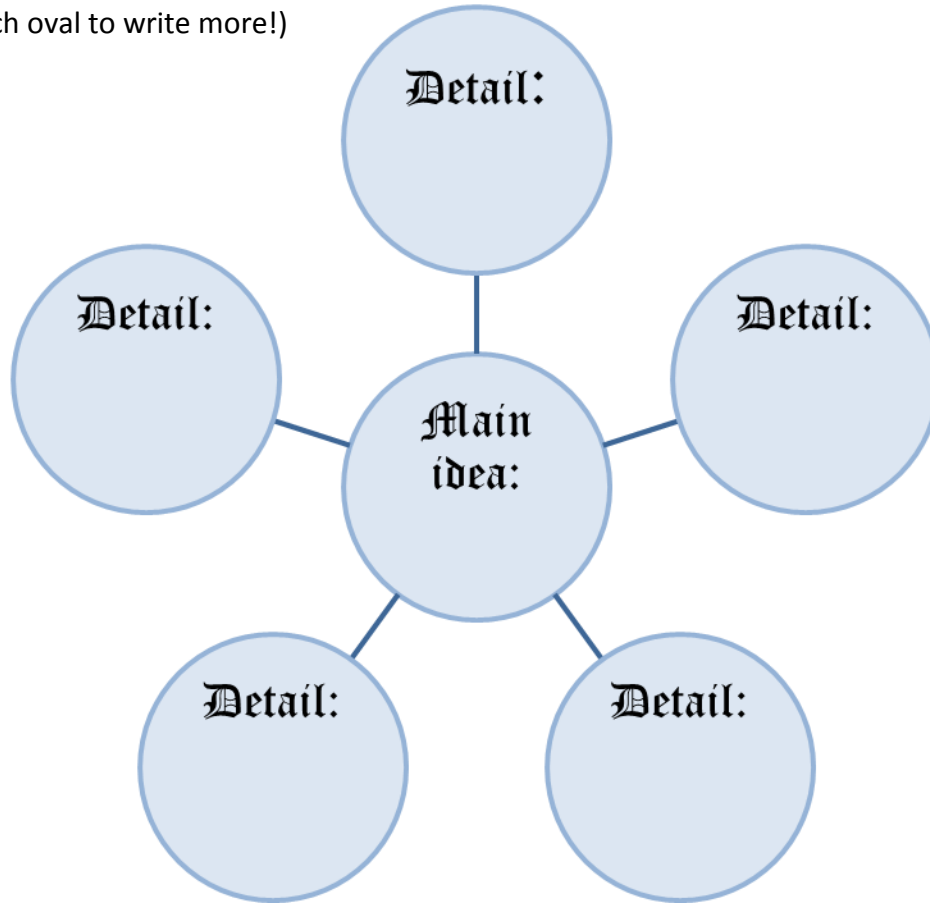
- After reading this chapter, what additional questions do you have? _____

_____

Part 2: Exhibit Plan
Now, you will work with your group to create your exhibit plan.
- What kind of an exhibit will you create? *(dressing up, making a poster, creating a model, etc.)*

_____

_____

- What materials will you need to create it? _____
- Use the back of this paper to draw a detailed plan to carry out as your create your exhibit. Include facts from your reading. Remember that we want our exhibits to create a "living" castle!

Student Grading Rubrics for Living Medieval Castle Exhibit: Use these to send grade reports home. Multiple are on a page to save paper!

LIVING MEDIEVAL CASTLE RUBRIC			
NAME: _____ CHAPTER READ: _____			
	3	**2**	**1**
MEDIEVAL RESEARCH	Student focuses on detailed research and fills out entire Part 1 of research sheet.	Student completes some research and fills out most of Part 1 of the research sheet.	Student does not complete research or fill out Part 1 of the research sheet.
EXHIBIT PLANNING	Student focuses on details and fills out entire Part 2 of research sheet.	Student completes some of Part 2 of the research sheet.	Student does not complete Part 2 of the research sheet.
EXHIBIT CREATION	Detailed, creative exhibit depicts facts from the reading in a meaningful display.	Exhibit depicts facts from the reading in a meaningful display.	Exhibit is lacking in details and does not include facts from the reading.
CLASS "LIVING CASTLE" PRESENTATION	Student contributes to group presentation and listens to other groups present.	Student participates in group presentation and usually listens to other groups present.	Student does not contribute to group presentation. Disrespectful during others' presentations.
COOPERATION	Cooperates with medieval research team throughout the project.	Cooperates with medieval research team for most of the project.	Does not cooperate with medieval research team throughout the project.
TIME MANAGEMENT	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
TOTAL: _____/18=_____ COMMENTS:			

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Exhibit Planning	Student focuses on details and fills out entire Part 2 of research sheet.	Student completes some of Part 2 of the research sheet.	Student does not complete Part 2 of the research sheet.
Exhibit Creation	Detailed, creative exhibit depicts facts from the reading in a meaningful display.	Exhibit depicts facts from the reading in a meaningful display.	Exhibit is lacking in details and does not include facts from the reading.
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