

Lesson 21: Middle Ages

Vocabulary Words

Your vocabulary words relate to the material you are studying in Social Studies. Define each of them without using the root word, and use them in a sentence in a way that shows you understand the meaning. Try to think about them in the context of your Social Studies work. If you are unable to find a word in your best dictionary, look in an encyclopedia.

<i>tenant</i>	<i>heraldry</i>	<i>legendary</i>
<i>proxy</i>	<i>characterize</i>	<i>vassal</i>
<i>conscience</i>	<i>feudalism</i>	<i>armor</i>

Spelling

Select ten words from your written material this week for spelling words. Write each of these words correctly five times and use each word in a complete sentence. Practice your spelling words in preparation for a quiz.

Grammar

- Write ten complete sentences. Shade the subject of each sentence in blue and the predicate in red. Refer to part 3 of the section called “Sentences” in your *English Manual* for information on subjects and predicates.
- Throughout the week, you should continue to read your resource books for your paper and take notes. You should be finished with your research by the middle of next week.

Day 1

King Arthur was a legendary king of England during the Middle Ages. Stories about him were rampant during the 5th and 6th centuries, although they weren’t actually written down until later. There probably was a real King Arthur, but there have been so many stories about him that nobody knows the truth. The stories say that King Arthur and the knights of his Round Table did many brave and good deeds.

In addition to the brave and good deeds they did, King Arthur and his knights were also on a very special quest to find the Holy Grail. The Holy Grail was the cup used by Jesus at the Last Supper, shortly before he was crucified. The Celts, who had become Christians by now, believed that the Holy Grail was magic, and would provide food and drink for the person who held it. Some say the Grail is a simple dish of stone, but others say it is a beautiful golden cup studded with jewels. Some stories say the Grail vanished into heaven, while others say it remains to be found.



The Knights of the Round Table with the Holy Grail

Some people believe that King Arthur did exist, but that he was actually a man named Charlemagne, who was an early king in the Middle Ages. After the decline of Rome, some of the Germanic barbarians called “Franks” migrated westward and settled in the Roman territory which we now call France. In 768 A.D., Charlemagne became King of the Franks. Charlemagne was very tall—over 6’ 4”—and blond. His voice was very high pitched. He had a long nose, a short neck, and a big belly.

Charlemagne was a devoted Christian who tried to make life better for everyone. He loved learning, and started many schools. He encouraged new methods of farming which helped the soil to remain more fertile. It involved planting a series of different crops in the fields, so the soil could be replenished by a variety of nutrients, instead of being depleted by planting the same thing over and over.



Holy Roman Emperor Charlemagne

On Christmas Day in the year 800 A.D., Pope Leo III of the Catholic Church crowned Charlemagne “Emperor of the Romans,” which in fact meant he ruled much of Europe. Charlemagne’s empire represented a blend of Germanic customs, Christianity, and Greco-Roman culture. This combination came to characterize Europe in the Middle Ages.

Charlemagne’s empire split after his death in 814 A.D. He had given different parts of his empire to his sons, but they were weak rulers who fought with each other to try to win more land for themselves. Around this time was when the Vikings began their raids against the rest of Europe. Part of the reason why the Vikings were so successful with their invasions was because there was so much fighting going on between Charlemagne’s successors that they could not even agree to work together to keep the Vikings at bay.

In 911 A.D., in an attempt to keep peace with the Vikings, King Charles III of the French lands decided to give part

of his land to a Viking named Rollo. The deal they made was that in exchange, Rollo would become a Christian, support the king, and keep other Vikings from coming into France. Eventually Rollo's descendants became the Normans, and the part of France they lived in was called Normandy. Normandy was the northern area of France, across the English Channel from England.

1. **Look on your map and locate England and France. Look for the English Channel and the area in France that is Normandy.**
2. **Please research King Arthur on your own and select a book from the library to use. There are many wonderful books to choose from, and you should be able to find a book that appeals to you. Internet research can also round out your knowledge of the historical time period and people surrounding the King Arthur legends, but make sure to read at least one book-length story as well.**
3. **Continue reading your resources for your research paper, and taking notes.**

Day 2

Medieval people saw the world as being very organized, with everyone in the places God had ordained for them. The feudal system was the method used to organize land, wealth, duties, and freedoms. We already saw in the previous lesson that the Catholic Church was considered the First Estate of God. The Second Estate consisted of the nobles who ruled and fought one another. They were also the landowners. The rest of society was called the Third Estate, which was divided into several groups: peasants who worked the land, craftspeople who brought their skill wherever they went; and the merchant guildsmen, which included shopkeepers and bankers.

The way the feudal system worked is that every man had a lord to whom he owed loyalty, service, and obedience. In return, the lord gave back protection. This was the basis of the feudal way of life. At the top of the feudal system was the king who cared for the land entrusted to him by God, and in return his job was to rule wisely. In the same way, the nobles had the use and responsibility for pieces of the king's land, and owed him certain duties in exchange. They then allowed lower nobles to use parts of their land, and so on down the chain to the tenants at the bottom. Tenants had the use of just a few acres, but still had to swear loyalty and obedience, and pay rent or services to the noble just above them.

One of the most important services given by nobles in exchange for land was to provide military assistance and protection to the lord above them. Nobles also had to help settle disputes and carry out punishments. A vassal was expected to be loyal to his lord even unto death; he might have to give his horse to his lord during a battle, or to be taken prisoner as proxy for his lord. On the other hand, each lord was responsible for the safety and well being of his vassals. The system was like a ladder, with duties and responsibilities toward the person above and the person below. Any level of noble could be a vassal to someone higher up on the ladder. The phrase, "No man without a master; no land without a lord," expressed it well.

The feudal system of medieval Europe placed power in the hands of the strongest local lords with large estates. The lords sought allies among their fellow nobles, and in exchange for military assistance, a lord would grant land to a lower level noble who became his vassal. Knights were vassals to their lord, and young nobles were trained to be knights.

There was a lack of strong rulers during the time of the Viking invasions. Because of this, the lords and their armies often fought one another, trying to gain power for themselves. Because they lived in violent times, feudal lords built castles. The castles of medieval Europe were not palaces, which are designed for luxurious living. Castles were designed mainly as fortresses that were used to defend against enemy armies. The local people looked to their local lords for protection. Castles were big enough so that the people from the outlying farms could take refuge in them during times of trouble.

Because castles were built for defense, it often took a long time to capture one. Such battles where a lord and his army would attack another's castle was called a siege. At first they would make a formal request for surrender. If this was refused, then there were several ways to carry out a siege. One was to encircle the castle, allowing no one to come and go, and wait for the people inside to starve until they gave up. This could take a long time because castles usually kept themselves very well supplied. Another way was to take the castle by force. Sometimes attackers would try to dig tunnels underneath and enter from below, or cause the wall to fall down. A third approach was to try to break the castle walls using huge battering rams or catapults, which were machines somewhat like a giant slingshot, that would hurl large stones at the walls. A fourth method was to try to climb the castle walls with ladders or a moving tower on wheels with a drawbridge at the top that could be lowered onto the top of the castle walls.



Storming a castle

Castles had tremendous defenses against attack, however, and did not fall easily to the enemy. High towers gave plenty of view to see the enemy approaching, and the towers would jut out of the castle walls to give the defending archers a clear way to shoot down the enemy at the walls. There was usually a ditch of some sort around the castle that had to be crossed by the enemy. The ditch might have spears jutting up out of it to make crossing difficult. Sometimes a ditch was filled with water to prevent the enemy from digging under the walls. A water-filled ditch was called a moat. Sometimes a heavily fortified structure called a barbican was built out into the moat, and it would have to be taken over before the attackers could even get to the gatehouse. The gatehouse was thought to be a weak spot, so it was strongly reinforced. A drawbridge prevented access to it in times of siege. Also, an iron gate-like door was lowered in front of the gatehouse door to protect it. If the enemy should somehow get into the gatehouse, small openings called murder holes were used to shoot arrows down into the passageway at the enemy below. Windows

were made small and narrow to prevent missiles from coming in, while allowing archers to shoot out without being seen or exposed.

4. **Borrow a book from your library that tells you more about castles. Three good resources are *The Castle Book* by Michael Barenstain, Stephen Biesty's *Cross Sections: Castle*, and the book and videotape *Castles* by David Macaulay. There are other books listed at the end of Lesson 20. Then choose one of these projects:**
 - a. **Draw a castle on a large piece of paper. Try to make your picture as accurate as possible. Include the various parts of the castle, such as the gatehouses, the corner towers and walls, the chapel, the barbican and causeway, the moat, the great hall, the stables, the garrison, and the keep.**
 - b. **Write a description of several parts of a castle and what they were used for. Include as much detail as you like.**
 - c. **Write a short story about being involved in a siege against a castle. Are you inside the castle, trying to defend it, or are you part of the enemy attacking it?**
5. **Continue reading the book about King Arthur that you have chosen.**
6. **Continue reading your resource books and taking notes for your paper.**

Days 3 & 4

Although castles were built for defense, lords and nobles lived in them as well. Therefore, they needed to be a place where they could live, sometimes for months, in case of siege, without needing outside help. It is worth looking at what life inside the castle was like.

The center of castle life was the Great Hall. Here all meals were eaten, meetings were held amongst the nobles plotting their political moves, and court was held to mete out punishments for wrongdoing against the nobles or lords. At one end was the dais, a raised platform where the lord and his lady would sit with their guests. This was also where celebrations and dancing took place.

Somewhere off the Great Hall was a room called a *solar*. The solar was usually the most comfortable room in the castle, and it was where the lord would spend most of his time. Often it was his bedroom as well. Special smaller meetings took place in the solar.

An important person in the castle was the steward. He acted as the nobleman's assistant, and often stood in his place for such things as hearing petitions for justice or relief from those seeking help from the lord. The steward also managed the smooth running of the castle.

Supplies for the castle, such as cattle, poultry, produce, and grain were brought to the castle and stored in huge storerooms. The butler and the pantler were men who were in charge of making sure there was plenty of food and drink. Food was prepared by many workers: cooks and bakers, dairymaids to make cheese, butter and cream; brewers to make beer; and a scullery to keep track of the dishes and pots. The taster made sure the food was not poisoned before the lord and his family were served. Huge kitchens with several fires and ovens were kept busy with the hustle and bustle.

Castles were in constant need of repairs, so carpenters and masons were kept to repair walls and roofs. There were grooms to care for the horses, a farrier to build and repair wagons, a falconer to train and care for the hunting hawks, and a blacksmith to shoe horses and make tools. The marshal made sure all the rooms were ready for visitors, and kept the serving pages and the maids busy at their tasks. Spinning and weaving rooms were kept going all day to make cloth. An accountant kept track of the finances. The armorer had the very important job of making sure all the weapons in the castle were kept in perfect condition and ready for fighting at all times.

Living inside the castle was not very comfortable. Floors were cold stone with layers of straw or rushes would be put down to provide some comfort. Debris and garbage was often simply tossed onto the floor, and cleaned up every few weeks when the straw or rushes were swept up and replaced. There was little natural light, because the windows were few and far between, often only slits, to help protect against the enemy. As everything was made of stone and there was little sunlight, it was often cold, and activity was usually located around the fire. People slept under animal furs to keep themselves warm.

Tapestry is an art form that developed in the Middle Ages as a method for bringing warmth and comfort to the castle. Noblewomen spent hours carefully needlepointing huge canvas-like cloths which were hung on the walls to keep out drafts. Beautiful pictures were created, usually telling a story, perhaps about a famous battle, or a fanciful tale of unicorns and other creatures. They were very elaborate, and it often took a noblewoman and her women attendants years to make just one tapestry.



Tapestry from the Middle Ages

Life for the noblewoman mainly involved assisting her husband in the running of the castle. If he was away on business or at war, it was up to her to manage the household and servants, oversee the finances, and even organize the castle's defense if it was attacked. Many noblewomen were well educated, able

to read, write, and speak foreign languages. However, some men thought it was dangerous to teach women to read, and even well educated women were expected to follow such occupations as spinning wool and weaving.



A married lady

Marriages were almost always arranged by the parents for their children. Often such arrangements were more like a property contract, where land and goods would be exchanged as part of the marriage. Marriages were often politically motivated, as an attempt to get one lord to stop fighting another. Furthermore, the feudal system proscribed that if a child's father died, the noble on the next rung up the ladder had the right to make the marriage arrangements for that child. This meant that the child was very much at the mercy of the nobleman's political maneuvering. Despite this, there is much evidence that wives and husbands often grew to love each other, writing to each other fondly when they were apart.

The knights were noblemen who were the warriors for their lord or king. "War is a jolly thing," wrote one 14th century poet, and the people loved to hear tales about the chivalrous deeds of knights in battle. The word "chivalry" comes from the French word for "knight" and refers to the qualities of the ideal knight of the Middle Ages: noble, courteous, devoted to helping the weak and oppressed, and valorous to one's foes

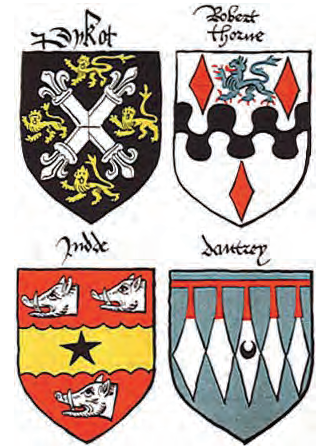
in combat. Despite these ideals, many knights did not really live up to them. The ideal of chivalry also put a special emphasis on behaving courteously to women. Sometimes a knight would kneel and show homage to a noblewoman (as well as to his noble), vowing to be her protector. This code of behavior led to the idea of courtly love, where a knight would swear his devotion and love to his lady, even if it was never acted upon in an intimate way.

A young son of a nobleman would spend his growing up years working to become a knight. When he was about eight, he would be sent away to the castle to serve as a page. There he would learn to read and write with other boys. He would learn manners and good social graces, singing, dancing and religious studies. He would also learn how to ride while wearing armor.

As they grew older, pages practiced using weapons by using wooden ones on each other, to limit the damage they could cause. They also practiced riding a horse while carrying a lance and trying to hit a revolving wooden target with it. When he grew older, a page would become a squire, and each knight had a squire to attend him. Squires would take care of the knight's horses, weapons, and armor, thereby continuing his learning. He would also continue with his religious studies. When he was ready, the lord would "knight" the squire in a special ceremony, which included an overnight vigil of prayer and

meditation, a ritual bath, and an oath of loyalty to the lord or king. Sometimes one was knighted for having shown bravery in battle, and occasionally the king or lord would knight someone to inspire them just before battle.

Knights in battle armor needed some sort of badge to show their fellow soldiers who they were and whose side they were on. These emblems were called "Coats of Arms." Each noble family adopted a Coat of Arms, which was painted on their shields. When two noble families intermarried, their descendants liked to show the emblems of all their ancestors on their shields. Heralds had the job of helping the leaders of armies to organize battles and keep lists of Coats of Arms.



Coats-of-arms

Knights participated in tournaments in order to practice and hone their skills for battle. Two teams of knights would fight each other in a mock battle, over a large expanse of fields and open hills. Sometimes foot soldiers participated as well. At first, when tournaments began in the 1000's, real weapons were used, and the losing knights would have to give up their horses and armor, so a very good knight could make a fine living in tournaments. Later, blunt weapons and special armor was introduced, and knights began to joust as a part of the tournament. In jousting, two knights would face each other on horseback, and each would charge at the other at full speed, trying to knock the other off his horse with a single blow of a long lance. If the joust was a "joust of war" to settle a dispute, a sharp lance was used, and the loser often died. Otherwise knights preferred to use blunt lances.



A tournament

Tournaments were also a spectator sport, with judges and ladies in the stands to watch. Coats of Arms were in full display, featured in banners waving in the breeze. Each knight also had an attendant bearing a banner for him, as well as his squire to assist with the weapons, armor and horse. Knights wore large decorative crests on the top of their helmets. In the stands, ladies often carried or wore the colors of their knight. Although popular with people, the Catholic Church frowned on tournaments because of the bloodshed.

The games of chess, checkers, and backgammon were developed during

the Middle Ages, and they were especially popular amongst the knights. Because power and war were so much on the minds of the nobles of the Middle Ages, the ability to strategize for battle was prized. These games were considered a way to keep the mind sharp for battle. Darts were also a popular game, developed to help a knight's aim.

Europe in the late medieval times (1050–1485) was culturally rich. The favorite subjects for songs, poems, and pictures were love and war. Art and music were very popular with nobles and their courtiers. Some lords kept private musicians to play for them while they feasted or strolled in their gardens. Court jesters or clowns were kept for entertainment.

Everyone enjoyed listening to poets and wandering minstrels. Poet-musicians called troubadours wrote short verses and songs about the pleasures of life and love. Troubadours were usually lower-level nobles pledging to honor and serve their lady as loyally as they did their lord.

7. Choose one of these projects:

- a. Play one of these games: checkers, chess, backgammon, or darts.
- b. Go to the library and borrow a book on heraldry, such as *Heraldry: The Story of the Armorial Bearings* by Walter Buehr. If this is not possible, then look up heraldry in the encyclopedia and find out the terms for the different parts and colors of the Coat of Arms. Then make up a Coat of Arms for your own family, choosing an image and colors that seem to describe the qualities of your family. Transfer this to a cardboard shield and paint it, or paint it on good quality art paper and frame it. Send the drawing (or a photo) of your Coat of Arms to your teacher.
- c. Design and make a small tapestry. Choose an image that seems appropriate for your Middle Ages studies, such as knights in battle, or a unicorn in a flowered clearing, or a scene of courtly love. Make your design with colored pencil on paper before you begin. There is more than one way to make the tapestry. You can choose needlepoint, patchwork quilting, or embroidery. You may also simply draw it—carefully, in a detailed picture. You may have to make a trip to a craft supply store. There are many books available that will show you the basics of these kinds of needlework. Continue to work on your tapestry throughout your studies on the Middle Ages if you need to. Send a copy of your design to your teacher in the meantime.
- d. Write a song or a poem. Describe the deeds of a chivalrous knight, the battles he heroically fights, the oppressed people he helps, and the lady he serves. Make up many verses, and send it to your teacher. If you like, you can set it to music, and record it for your teacher.

8. Finish reading your King Arthur book.

9. Continue gathering information for your research paper, it is due at the end of Lesson 24.

Day 5

During the Middle Ages, the people who lived in England were called the Anglo-Saxons. Like the barbarian Franks who migrated into present-day France, the Anglo-Saxons were descendants of different barbarian Germanic tribes called the Angles, Jutes, and Saxons. They came to Britain, probably from Denmark, and eventually took it over from the Britons who were already living there, pushing the Britons into Wales and Scotland. They renamed Britain “land of the Angles,” or England. The Anglo-Saxons led fairly simple lives of farming and hunting. They were great hunters, using dogs and falcons to help them. They also used horses for racing. Christians called them pagans because they worshipped many gods, but they eventually became Christian like much of Europe. The Christian custom of celebrating Christmas with a lighted Christmas tree is believed to have come from the pagan ritual of parading an entire tree, lit on fire, to celebrate the Winter Solstice.

England often had to defend itself against Viking invasions. There is a famous story involving the Anglo-Saxons, the Vikings, and the Normans (who are descendants of the Vikings). In the 1060's, England was ruled by an old king named Edward the Confessor who had no sons to take his throne at his death. Two men were believed to have a claim to the throne: an Anglo-Saxon nobleman named Harold Godwinson (a Viking name), and William of Normandy, who was a Norman (and therefore also descended from the Vikings). Both men were distantly related to Edward the Confessor, and it seems that they were friends as well. However, all that changed when Edward finally died, and Harold Godwinson was crowned King of England. Harold promptly defeated the last great Viking king, Harold Hardraade of Norway, who had been trying to take over England for himself. His victory only lasted two days, however, because William of Normandy was furious. He felt that his claim to England's throne was stronger than Harold Godwinson's. So in 1066, William had many ships built (looking much like Viking ships), and sailed across the English channel and invaded it, defeating Harold and



Scene from the Bayeux Tapestry

the Anglo-Saxons at the Battle of Hastings. Each army had about 5000 men, but the Normans also had many horses. William was called William the Conqueror, and was crowned on Christmas Day. Under the rule of William, England became a monarchy, which is a nation where the king or queen has all the power to rule.

A well-known tapestry shows the story of the Norman Conquest and the Battle of Hastings in 1066. It is called the Bayeux (pronounced bah-YOO) Tapestry, and it was made by the ladies of the Norman court. It was done in embroidery, and is almost 200 feet long. It begins with the friendship between William and Harold, and a scene with Harold hunting with other nobles. It portrays the death of Edward, the crowning of Harold, the fury of William. It then shows William having numerous longboats built and prepared, including the many horses he brought. The battle scenes are shown complete with all the different kinds of weapons, beheaded knights, and an early wooden castle being burned to the ground. William is triumphantly crowned, and the Tapestry ends with a great Norman feast, including the blessings of the Bishop Odo, who happened to be William's half-brother. Every event and detail is laid out in one long piece like a modern cartoon strip. The edges show scenes of ordinary life going on, such as farmers plowing. During the battle scenes, scavengers are shown stealing weapons and armor from those slain in battle. There are also embroidered words telling us what is happening.

William the Conqueror demanded an "oath of fealty" or promise of loyalty from every lord, and took away the land and property of those who refused. He created a stable government in England, and was responsible for the beginning of the feudal system there. One of his methods for rule was to consult with the lords and others before making important decisions for the country, unlike many rulers who simply did as they pleased. In order to collect taxes from the Anglo-Saxons, he had his officials make lists of all the people and their property, including sheep, cattle, and land. This became the first English census, and was recorded in what was called the Domesday Book (pronounced DOOMZ-day). The word "doom" comes from the Anglo-Saxon word meaning judgment.

At first the Anglo-Saxons resisted the language and the culture of the Normans, and for a time the noblemen would speak Norman French and follow French customs, while the common people spoke their Germanic tongue. However, the two languages blended together over time into what we call English today.

The beginnings of the English legal system were established at this time, in a form called "common law." Much of the English common law is still used today, even in American courts. Common law tried to take some of the power to pass judgment from the Catholic Church. It established a royal court to decide such issues as property rights. Common law also kept track of what judges decided in past cases, and expected that the judges would apply the same decisions to the cases at hand. In this way people could argue in court for a fairer decision based on how a similar case had been decided in the past.

Europe was beginning to form into what is called nation-states. Instead of areas of land constantly changing hands from one head of an army to another, and various tribes of peoples fighting one another for wealth, people were beginning to settle into one area of Europe and create communities and states of government headed by kings. Now kings might still fight one another, but at least everyone in the nation-state would fight for the same king.

In the meantime, the Catholic Church had agreed to crown King Otto of Germany as the Holy Roman Emperor. Otto liked the idea of Charlemagne having been long-ago crowned the Emperor of the Romans, and felt this would help him keep Germany stable by showing he had the blessing of the Church and the authority of Rome. He was able to use the title to persuade the Netherlands to become part of his empire. He also hoped it would allow him to get the Italian provinces to agree to become part of his empire. It never quite worked, however, and there is a long history of struggles between the Pope, the Holy Roman Emperor, and Italy.

10. Finish reading your King Arthur book, if you have not already done so. Then, choose one of these writing projects:

- a. Summarize one of the stories using your own words.
- b. Write a short biography of one of the characters, such as a Knight of the Round Table, or Morgan Le Fay, or another of the principal characters. Tell their life story, using your imagination to fill in the gaps, but remaining consistent with the character and the times.
- c. Write a short essay on Sir Lancelot and chivalry. Did Lancelot live up to the ideal of chivalry as described in your studies? Describe how he did and did not in two or three full paragraphs.

11. Keep reading and taking notes for your research report.

12. Have your Home Teacher give you a spelling quiz. Review any words you miss and add them to your list for further study.

Extra Book Ideas:

See Lesson 20 for a list of supplemental reading on the Middle Ages.

Extra Project Ideas:

- Study heraldry in more depth. Make a series of coats of arms for friends and family, using symbols you feel represent them well.
- Investigate the development of armor and the different styles that were used through the years by different kinds of warriors and knights.
- Build your own mini-castle out of wood scraps or clay. Construct it outside, complete with a moat. Alternatively, you could use cardboard boxes and empty paper towel rolls to make a lightweight cardboard castle.

- Make your own chess or checkers pieces. Carve them from wood or form them with clay or fimo. Make your own board and hand paint it.
- Learn to spin or weave.
- Learn about Hildegard of Bingen and listen to modern recordings of her music.
- Using the book *Make Mine Music* by Tom Walther or any other good source, make your own lyre, harp, or other instrument that was used in the Middle Ages.
- Listen to a selection of Medieval music such as “A Medieval Tapestry: Instrumental and Vocal Music from the 12th through the 14th Centuries,” by the Folger Consort; “The Pleasures of the Royal Court,” “Music of the Crusades,” and “Music of the Gothic Era,” by David Munrow; “William Byrd: The Great Service” and “Thomas Tallis: Lamentations of Jeremiah,” by Peter Phillips.



The death of King Arthur

- Watch the video of the musical “Camelot,” starring Richard Burton.
- Write a story about a young nobleman’s boy being sent away to a castle to learn to be a knight.
- Look at pictures of the Bayeux Tapestry and make your own tapestry using pieces of paper taped together in a long strip, and colored pencil, crayon or paint. Tell the story, showing as much detail as possible. Hang your tapestry on the walls around the top of your room.
- Study the feudal system in more depth.
- Attend a medieval fair. The Society for Creative Anachronism often holds such events.

Lesson 4: Ancient Egypt

Vocabulary Words

Your vocabulary words relate to the material you are studying in Social Studies. Define each of them without using the root word or a related word, and use them in a sentence in a way that shows you understand the meaning. Try to think about them in the context of your Social Studies work. If you are unable to find a word in your best dictionary, look in an encyclopedia.

<i>scarab</i>	<i>Rosetta Stone</i>	<i>filigree</i>
<i>attributes</i>	<i>sarcophagus</i>	<i>serpentine</i>
<i>javelin</i>	<i>ankh</i>	

Spelling

Select ten misspelled words from your written work. Write each of these words correctly five times and use each word in a complete sentence or practice them in whatever way works best for you. Practice your spelling words in preparation for a quiz.

Grammar

1. You will be finishing your report for Social Studies this week. Use plenty of adjectives to make your report interesting.

Refer to the “Paragraphs,” “Paragraph Forms,” and “Outlining” sections in your *English Manual*. Use your outline to help you organize your information clearly.

Write a rough draft of your report. Read it carefully and check your punctuation, spelling, and wording. Fix all the errors you can find. Then write your final draft, taking time to do your best work.

2. Make a list of resources used, including the title of the book and the author, and include these as a bibliography at the end of your report. If you use any quotes, make sure to use correct punctuation for quotes and to give credit to the author. See the “Bibliographies” section in your *English Manual*.

Day 1

An Egyptian mother or wife was shown great respect, and marriage was considered to be an honorable partnership. The goddess Isis set an example of strength for Egyptian wives, and the honor given to Isis was, to a degree, given to all women.

Sometimes a woman had to share her husband with other wives, as in the case of the wives of a pharaoh or high ranking official. A pharaoh might have many wives, but it was the Chief Wife who ruled the household. Her first born son was the heir to the throne, and she had higher legal and social status than the other wives.



Upper-class Egyptian women were expected to obey their fathers or husbands, but they also had some rights. They could inherit property and sell it if they wanted. They could also run a business and testify in court. In certain instances women were allowed to request a divorce, although divorce was not common in this society.

1. Read the story of Queen Hatshepsut, which you will find at the end of this lesson. You do not have to write about this story, but it will give you a good understanding about ancient Egypt.
2. Begin putting your notes into outline form. Look for gaps in your information. Do you need to do more research? Do you have more illustrations to finish? Would your report be improved by a chart or special list of any kind? If so, make the chart or list.

Day 2

Because the weather was so warm, most early Egyptians wore very little clothing. At home, they might even be naked. Children were naked most of the time—even the royal children! Because linen was one of the crops they could grow in the Nile River valley, most adults wore clothes made of a simple rough linen. Upper class adults usually wore a royal linen robe, which was softer and partially transparent. Both men and women, especially in the upper classes, dressed up by wearing lots of colorful necklaces, bracelets and rings.

The jewelry not only made them look beautiful, but was made with sacred designs such as the *ankh*, which was believed to protect the wearer from illness. The jewelry of ancient Egypt was very skillfully and beautifully made with many different precious and semiprecious stones, along with plenty of gold and ivory. Some earrings were so ornate and heavy that they actually pulled the ear out of shape. Heavily beaded

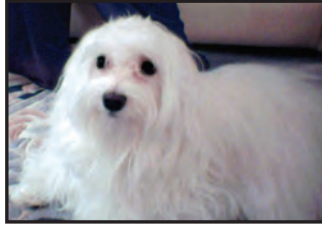


collars made of metal and brightly colored stones were often worn, and sometimes these were so wide that they were more like a cape than a collar.

It was important to the Egyptians to look clean and attractive. The men were clean shaven, and usually cut their hair short. Both men and women often wore elaborate wigs, sometimes with beads and other ornaments added. Women of royal families had very complicated rituals for bathing, and used many different cosmetics and lotions. Applying makeup was an important and time consuming part of getting dressed up.

Pictures of the pharaohs sometimes show them with long beards, but these were actually artificial, and were attached to the pharaoh's wig or crown. Pharaohs had many different crowns for different occasions. Some were decorated with feathers, some were cone shaped, some were flat, some were simple and some were very ornate.

Egyptian nobles often had pets similar to the animals in many of our homes today. Commonly found dogs were a type of greyhound, a smaller dog similar to today's mastiff, and some miniature breeds. Dogs were used for hunting, for work, and for companionship. The god Anubis was seen as a black hound, and cats were related to the goddess Bast, who was in the form of a lioness, so dogs and cats were thought to have divine protection. Other pets were baboons and monkeys. The Maltese (picture above) is a breed that was worshipped in Egypt in the time of the pharaohs.



3. **Keep working on your report. Use your outline to write topic sentences for each paragraph of the report.**
4. **How are you doing with your illustrations?**

Day 3

The Egyptians wanted to communicate with each other across time and space, so they developed sign writing. They used tiny pictures to show the words. The Egyptian writing had more than 600 signs. Only certain people knew how to write, and these specially trained people were called scribes. They made their own paper from papyrus reed, and wrote with a reed pen.

Education was very important in Egypt, especially for boys. Young boys spent many hours each day studying, either in a class held at the temple, or, if the family was wealthy, at home with a personal tutor. Two of the most important subjects were reading and writing.

Writing practice was done on a piece of limestone or a wooden board, so it could be wiped clean and used over again. Only when the writing was perfected would a boy copy his work onto a roll of papyrus.

Lesson 4: Ancient Egypt

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Occasionally, a piece of leather might be used instead of papyrus. Egyptian writing was done from right to left, and sometimes up and down in columns. Sometimes it was even done from right to left, and then down a space to go back to the right, and so on, in a serpentine shape. Would you like to try writing that way?



The people who knew how to write were called scribes, and they were held in an exalted position in society. Because the way they wrote was so beautiful, they were often artists as well. Scribes were responsible for many aspects of life. They kept records of ordinary things, such as the goods of traders, crops, and taxes for the king. They also wrote letters for other people, sometimes setting up shop right in the marketplaces. Other scribes wrote the words in temples and on amulets to keep people safe from the wrath of the gods. Some scribes also wrote poems and stories. There were also scribes who were scholars as well, studying the stars and planets, and figuring out how to best build a temple or dig a well.

The most common Egyptian writing is hieroglyphic writing. "Hieroglyph" comes from Greek words which mean sacred carving. Many hieroglyphs are very complicated and difficult to write quickly, so a kind of shorthand version was developed, which is called Hieratic Writing, from a Greek word meaning "priestly." Eventually an even more concise writing evolved, called Demotic, after the Greek word meaning "popular." Demotic writing is quite different from the original Hieroglyphic writing, because it's been changed twice and made much shorter.



Without the discovery of a tablet called the Rosetta Stone, found imbedded in a wall, there is a lot we would never know about the ancient Egyptians. The Rosetta Stone said the same thing in three different ways; with Hieroglyphics, in Demotic writing, and again in Greek. The hieroglyphics were translated, and archeologists can now read the hieroglyphics left by the ancients in temples, tombs and obelisks. Now you can see why the discovery of the Rosetta Stone was so important!

5. **Now that you have your topic sentences finished, it's time to fill up each paragraph with the information you have gathered. Using your own words and using as much detail as you can, write a rough draft of your report.**

Basic Life Science ~~~~~ Lesson 6

THE SEEDLING

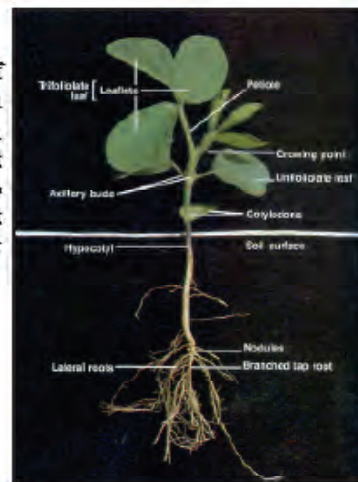
After you finish this lesson, you will be able to:

1. Identify and describe the structure and function of the basic parts of a green plant, including the roots, stems, leaves and buds.

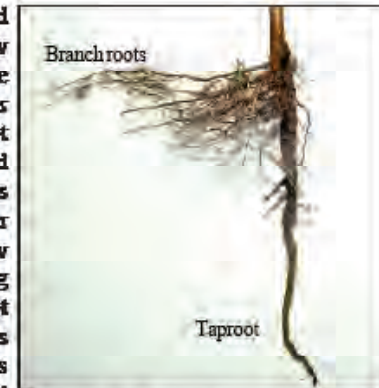
Now that your seedlings have been growing for a week or more, you can examine them more closely. Remember that green plants are different from animals because they do not eat other plants or animals to get their food. Green plants make their own food. In order to make their food, plants need water, light, nutrients and a medium in which to grow.

ROOTS

The embryonic root starts the growth of most seeds. Most seeds store more food than the seedling needs for its first days of growth, but they can store very little water. It is important therefore, that the root, whose job it is to absorb water and dissolved minerals, is the first part that emerges from the seed before the other parts can begin to grow.



As a plant grows, it needs more and more water and nutrients. The roots grow longer and new roots continue to grow. There are two main types of root systems: *fibrous root systems* and *tap root systems*. Fibrous root systems are made up of many thin, branched roots, which are all similar in size. In plants with a taproot system, one main root is larger than the others. Smaller secondary roots grow out from the taproot in all directions, seeking water and nutrients. In both types of root systems the roots are covered with tiny hairs called *root hairs*. It is through these root hairs that most of the absorption of water and minerals takes place. The water and nutrients travel from the root hairs, through the secondary roots, up through the tap root and up into the stem.



That handful of rich, lively soil in the cup where you planted a tomato or radish seed is all tied together by hundreds of miles of tiny root hairs, many too tiny to see. The root hairs are constantly absorbing nutrients while holding everything together in the soil.

Roots have two other important functions. They hold the plant in the ground and keep the plant from falling over. Roots are the foundation that keep the plant in its place and secure it from the forces of wind and rain that would otherwise topple the plant. Since plants are not mobile organisms, they can't just pack up and move from one place to another. But some plants, like crabgrass and mint, will continue to send out shoots from roots as they grow along or beneath the earth. What may begin as a single seed or seedling may eventually grow into a large, intertwined patch or grove of plants, all connected by a complex web of roots. Recently, people have learned that there are miles and miles of birch trees that have all sprouted from each other. These many plants are actually all one interconnected plant.

Finally, roots are the *storage areas* of a plant. They store minerals and carbohydrates for the plant to use as fuel in the future. Root vegetables, such as carrots, beets, potatoes and turnips are examples of roots that store large amounts of food to help the plant parts grow above the ground (green, leafy foliage), and below the ground (roots and root hairs).

After the root develops, the young stem and its leaves will emerge from out of the seed. The first leaves to form are called *cotyledons* or seed leaves. The cotyledons of a bean will be larger and fatter than that of the radish seed, because they store much of the food of the plant. A radish seed will store most of its food in its root, which will eventually grow into the red and white part of the radish that we eat.

The *leaves* of the seedlings spread themselves out horizontally so they can collect more of the sun's light energy. Plants need this energy in order to make their food. The *roots* make plants secure in the soil. The roots absorb water and minerals and nutrients needed to make food. The *stem* or *shoot* connects the leaves to the roots and is the pathway for water, nutrients and food to move throughout the plant. It also provides the support for all parts of the plant that grow above the ground. The stem grows upward towards the sun and will actually move the leaves of a plant to face in the direction of the sun as the earth turns on its axis and the sun appears to move across the sky.

1. Carefully pull up one of each of the remaining seedlings from your last lesson. Notice that they do not look exactly the same, but they are all similar in that they have three main parts. If you have a magnifying glass or a microscope, examine the seedlings' roots to see if you can identify the root hairs. Using the pictures and text in this lesson, identify each of the parts of each seedling. How are the root structures different? Are they fibrous or taproot systems?

BUDS

Once the roots secure water and are providing stability, *buds* form along the stem. Buds will grow into young leaves and more stems, and in some cases, flowers. A *terminal bud* is at the tip of a stem and *lateral buds* grow along the sides of a stem.

A head of cabbage is a large terminal bud. If you cut the head in half from top to bottom, you can see the stem in the center of the bud. The leaves grow out from the stem. If you pull off the leaves, one by one, you will find a very small lateral bud just above each leaf.

A head of celery is a large, tall bud. If it were allowed to grow for a second year, it would produce flowers and those flowers would produce seeds. If you cut a bunch of celery open, you will notice each stalk of celery with its leafy top is a leaf. The celery heart is the stem. If you remove a stalk from the stem you can see lateral buds, which sometimes grow into other branches.

A *bulb* is a large underground bud that can produce new plants. The leaves of a garlic bulb are large and papery. Each of the cloves is a lateral bud. If you cut through a garlic bulb from top to bottom, you can see its leaves and its small stem at the bottom.



2. For this assignment, you will need a head of cabbage or a brussels sprout, (which is like a tiny cabbage and is closely related), a bunch of celery and a bulb of garlic. Ask for parental assistance, if needed, to slice each of them in half, top to bottom. Draw a picture of the exposed parts of each and label the parts that you can identify. (Then use the vegetables for your dinner, if you like!)

Many trees or shrubs (a good example is a lilac) have lateral buds that are protected by special leaves called *bud scales*. Lateral buds will eventually grow into branches with buds of their own. Usually the most vigorous growth occurs along the terminal bud, as the plant grows vertically towards the sunlight. Should the terminal bud be broken or removed, growth along the lateral buds will increase. When bushes or hedges are pruned or clipped, growth is stimulated in lateral buds so the plant grows bushier instead of taller and thinner.

3. Explain the functions of the parts of a green plant:

- a. Leaves
- b. Stem
- c. Roots
- d. Root hairs
- e. Bud
- f. Bud scale

4. Choose one of the following projects to do:

- a. **Inspect Roots.** If you have a yard or access to a nearby field, go outdoors with a trowel or small shovel and find some common grasses and weeds that you can recognize, such as dandelions, clover, and the grass in your lawn or field. Dig up a small clump or a single plant of at least three different types. (Be careful not to break off the root when you dig it up.) Gently shake off the soil and examine the root structures. Look more closely with a magnifying glass. Does it have one main taproot, or many smaller, fibrous roots? Draw a picture of each plant with its roots and label the type of root structure for each plant. (After you finish, you can replant the plants if they are not too wilted. Be sure to give them some water, as they will have gotten dried out.)
- b. **Research Carnivorous Plants!** In the beginning of this lesson you learned that plants are the only organisms that can make their own food. While this is true, there are some plants that trap and digest other organisms (usually insects)! Find out what specialized mechanisms these plants have that enable them to capture and eat bugs! Write a three-paragraph paper describing how they do this. Use the names of some of the plants you learned about. Do any of these plants live near you? Have you ever seen any?

- c. **Identify Edible Roots and Shoots.** Make a list of all the vegetables, grains and fruits that your family eats. Then take a trip to a grocery store and look for the plants on your list. Try to identify what part of a plant each of the food items represents. Write down the part next to each name. Some foods might be hard to figure out. When you eat broccoli, for example, you are eating clusters of tiny flower buds. If that green broccoli head had been left in the field where it grew, in a few days it would have become a mass of yellow flowers! Which plant parts are there more of on your list? Probably, your family eats a mixture of roots, stems, leaves, buds, flowers, and seeds of all types.
- d. **Witness Plant Power.** Try a true test of the amazing power of roots. For this activity you will need several beans, plaster of Paris, and a paper cup. Soak the beans overnight to prepare them.

When the beans have been soaked, pour plaster of Paris (which should be prepared as a liquid according to the instructions on the package) into a paper cup, filling it about half way. Then place a few beans on the plaster and continue to fill the cup. Be sure the beans are located half way down.

In a few days, you will be witness to the strength and determination to grow that the plant has! (The plants should have broken through the plaster of Paris. If they did not, be sure you soaked the beans overnight and prepared the plaster correctly.)

LESSON 6 TEST QUESTIONS:

- 1. What are the two main types of root systems? Describe each one.
- 2. What are the main functions of roots in green plants? Name and describe three functions.
- 3. What role do leaves play in the function of a plant?
- 4. Name at least three parts of plants that are commonly eaten by humans. Give an example of each.



Math 6: Lesson 3

ESTIMATING WITH LARGE DIVISORS

You can divide by a number with any number of digits using the same four steps you have learned, but with larger numbers you have to follow those steps carefully and pay very close attention to keep from getting confused. You especially have to remember to keep each digit in a straight line above and below the others, so that you bring down the correct digit.

When you are working with large divisors, one approach that can help you solve the problem more quickly is to *estimate the quotient* before you divide. Consider the following example:

Example 1: $21 \overline{)4943}$

Step 1: Start with the *divide* step, but instead of trying to determine how many times 21 goes into 49, *estimate the quotient* by asking yourself how many times the *first digit* of the divisor goes into the *first digit* of the dividend. Ask yourself, "How many times does 2 go into 4?" Since 2×2 is 4, try 2 as the quotient. Write 2 as the quotient *directly above the 9* in the dividend.

Step 2: Continue with the *multiply* step, by saying, "2 times 21 is 42." Write 42 under the 49. *Here is where you find out if your estimate was correct.* If you discovered that your estimate was too large, then you would decrease it by 1 and multiply again. If it was too small, then increase it by 1 and multiply again.

Step 3: Next, proceed with the *subtract* step by saying, "49 minus 42 equals 7." Draw a line under the 42 and write 7 underneath the line.

Step 4: The final step in the four-step process is *bring down*, so bring down the next digit in the dividend, the 4, to make 74. When you've completed this fourth step in the four-step process, the problem looks like this:

$$\begin{array}{r} 2 \\ 21 \overline{)4943} \\ \underline{42} \\ 74 \end{array}$$

Step 1: Now start the four-step process over again with the *divide* step by *estimating the quotient* again. Ask yourself, "How many times does 2 go into 7?" Since the correct answer is 3, write a 3 in the quotient, next to the 2.

Step 2: Then go to the *multiply* step again, say "3 times 21 is 63," and write the number 63 underneath the 74. Once again, if your estimate was either too high or too low, you would correct it at this point.

Step 3: Next, draw a line under the 63, *subtract* 63 from 74, and write 11 underneath.

Step 4: Finally, *bring down* the next digit in the dividend, the 3, and put it next to the 11 so it makes 113. At this point, the problem looks like this:

$$\begin{array}{r} 23 \\ 21 \overline{)4943} \\ \underline{42} \\ 74 \\ \underline{63} \\ 113 \end{array}$$

Step 1: Now start the four-step process again with the *divide* step by *estimating the quotient* again. Ask yourself, "How many times does 2 go into 1?" 2 doesn't go into 1, so include the next digit and ask yourself "How many times does 2 go into 11?" The answer is 5, so write 5 in the quotient next to the 23, to make 235.

Step 2: Then *multiply* 5 times 21 and get 105. Write it underneath the 113. Again, here is where you can correct your estimate, if necessary.

Step 3: Next, draw a line under the 105 and *subtract* 105 from 113. Write the answer, 8, under the line.

Step 4: Now we are at the final step of the four-step process, but since there is nothing left in the dividend to *bring down*, we put the remainder 8 over the divisor 21 to make the fraction $\frac{8}{21}$. We add this next to the whole numbers in the quotient, and the problem is finished.

Math 6: Lesson 24

FINDING PERCENTS IN WORD PROBLEMS

We can apply the skills we have learned to find percents in word problems.

Example 1: There are 8 blocks in a box, and only 2 of them are green. What percent of the blocks are green?

Step 1: Write the problem as a common fraction.

Remember, a common fraction is always the part over the whole. The *numerator* is the number of items in the *part*, and the *denominator* is the number of items in the *whole*. In this example, the part is the 2 green blocks, and the whole is the 8 blocks, so the common fraction is $\frac{2}{8}$.

Step 2: Write the fraction as a division problem, using the division bracket. Put the numerator under the bracket and the denominator outside.

$$8 \overline{)2}$$

Step 3: Place a decimal to the right of the number under the division bracket and add two zeros. You may not need two, or you may need more than two, but always start with two zeros.

$$8 \overline{)2.00}$$

Step 4: Divide as usual, until the answer comes out evenly and there is no remainder.

$$\begin{array}{r} .25 \\ 8 \overline{)2.00} \\ \underline{16} \\ 40 \\ \underline{40} \\ 0 \end{array}$$

Step 5: Move the decimal point two places to the right and add a percent sign.

The decimal is .25, so when we move the decimal point 2 places to the right the decimal becomes 25%. So we can say that 25% of the blocks in the box are green.

Example 2: There are 16 boys in John's scout troop. 10 of them are going on the 50-mile hike. What percent of the boys are going on the hike?

Step 1: Write the problem as a common fraction, with the part over the whole.

$$\frac{10}{16}$$

Step 2: Write the fraction as a division problem, using the division bracket, and add a decimal and two zeros to the dividend.

$$16 \overline{)10.00}$$

Step 3: Divide as usual, adding more zeros if necessary, until the answer comes out evenly and there is no remainder.

$$\begin{array}{r} .625 \\ 16 \overline{)10.000} \\ \underline{96} \\ 40 \\ \underline{32} \\ 80 \\ \underline{80} \\ 0 \end{array}$$

Step 4: Move the decimal point two places to the right and add a percent sign.

The decimal is .625, and when we move the decimal point 2 places to the right the decimal becomes 62.5%. We can say that 62.5% of the boys in John's scout troop are going on the 50-mile hike.