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<http://rpsec.usca.edu/CE-MIST/>

### Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk

Title of Unit: Medieval Times

Grade Level: 6

Developed by: Karen Cue, Lisa Newman, Julie Hawkins, and John Brinson (Leavelle McCampbell Middle School)

Aiken Writing Project Summer Institute Teacher/Consultant: Julie Hawkins

South Carolina Academic Standards for two or more content areas:

| Language Arts (CCSS)        | Math (CCSS) | Science     | Social Studies   |
|-----------------------------|-------------|-------------|------------------|
| 6.RL.3<br>6.RL.9<br>6.W.1-4 | 6.G.1       | 6- 5.7, 5.8 | 6- 3.5<br>6- 5.1 |

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| <b>Summary of activities</b>                          | The students will research scientists, mathematicians, and explorers of the Renaissance. They will create and display a series of “Wanted” posters featuring these famous people and their inventions, such as Johannes Gutenberg’s printing press. They will make their own paper and ink (or use calligraphy pens) and write using Old English Script. The students will also construct and label a model castle, calculate the castle’s perimeter and area, and record the number of faces, edges, and vertices of three-dimensional shapes found in their castles. They will read a novel, dramatize scenes in the book through small group skits, and write narrative essays from the point of view of a knight, a serf, a peasant, a manor lord, or a monarch. Students will use first-person point of view to create a narrative journal written from the perspective of a monarch, knight, serf, peasant, or manor lord. Students will write a first-person monologue based on one of the characters in their literature circle novel. Students will research plants used for medicinal purposes during the Middle Ages, and create a presentation of their findings. Students will research the Bubonic Plague, and use propaganda techniques to create a commercial to advertise a cure. |
| <b>Class Novel</b><br>(30 copies)                     | Midnight Magic by Av   |
| <b>Literature Circle Novels</b><br>(4 copies of each) | Minstrel in the Tower<br>The Whipping Boy<br>The Door in the Wall<br>Castle Diary: The Journal of Tobias Burgess<br>The Sword in the Tree<br>Catherine Called Birdy  |

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| <p><b>Text Set</b><br/>(1 copy of each)</p> | <p>Sir Cumference and All the King's Tens<br/>         Sir Cumference and the Dragon of Pi<br/>         Sir Cumference and the First Round Table<br/>         Sir Cumference and the Great Knight of Angleland<br/>         Sir Cumference and the Isle of Immeter<br/>         Sir Cumference and the Sword in the Cone<br/>         Eyewitness: Arms and Armor<br/>         Eyewitness: Castle<br/>         Eyewitness: Knight<br/>         Eyewitness: Medieval Life<br/>         You Wouldn't Want to Be a Medieval Knight!<br/>         You Wouldn't Want to Live in a Medieval Castle!<br/>         The Horrible, Miserable Middle Ages: The Disgusting Details About Life During Medieval Times<br/>         You Wouldn't Want to Work on a Medieval Cathedral! A Difficult Job That Never Ends<br/>         A Medieval Feast<br/>         Knights and Castles Research Guide (Magic Tree House)<br/>         Knights- All Aboard Reading<br/>         DK Readers: Days of the Knights- A Tale of Castles and Battles<br/>         If You Lived in the Days of the Knights<br/>         The Minstrel in the Tower Study Guide<br/>         Film: A History of the Middle Ages<br/>         Film: The Knight<br/>         Online Resource: How to Make Paper- <a href="http://www.wikihow.com/Make-Paper">http://www.wikihow.com/Make-Paper</a></p> |
| <p><b>Essential Questions</b></p>           | <ol style="list-style-type: none"> <li>1. What are some enduring traits of human nature present in the <i>Midnight Magic</i> novel that are still present in modern times?</li> <li>2. How did the invention of the Gutenberg printing press propel the Renaissance forward?</li> <li>3. What caused the Bubonic Plague, and what we can we learn from it?</li> <li>4. How do young people overcome adversity?</li> <li>5. How do the different levels of a modern class system affect the economy?</li> <li>6. What effects would a plague have on today's world?</li> <li>7. What propaganda techniques are most effective in convincing others to purchase a product?</li> </ol>   |

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| <p><b>Vocabulary</b></p> | <p>Perimeter<br/>Area<br/>Faces<br/>Edges<br/>Vertex, Vertices<br/>Gatehouse<br/>Murder Holes</p> | <p>Barbican<br/>Great Tower<br/>Chapel<br/>Great Hall<br/>Battlement<br/>Armory<br/>Dungeon</p> | <p>Outer Bailey<br/>Knight<br/>Serf<br/>Peasant<br/>Manor Lord<br/>Monarch<br/>Minstrel</p> | <p>Gutenberg press<br/>Renaissance<br/>Crusades<br/>Guild<br/>Manor system<br/>Heliocentric<br/>Bubonic Plague</p> |
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| <p><b>Materials</b></p>                                   | <p>Build-A-Castle Kits (pkg of 12- consumable)<br/>           Calligraphy pens and instruction book (3)<br/>           Square Tiles (2 bags)<br/>           Rulers (30)</p> <p><b>NOTE: You will also need (not in this kit):</b><br/> <b>Social Studies:</b> 9” x 12” white construction paper (at least one per student),6 or 8 oz. foam cups, paper towels, berry ink, calligraphy pens, tea bags, boiling water – enough for entire class, large roll of brown butcher paper, sponges, paints, brushes, containers, markers, crayons, copies of blank Coat of Arms, markers, various clip art selections, poster boards, paints</p> <p><b>Science:</b> Textbooks, student notebooks, Traveling Trunk instructional unit texts, graphic organizers, plants (pictures and live ones if possible), computers</p> <p><b>Math:</b> Laptops, chart paper, colored pencils, Graphing paper, timer, cardboard to make two dimensional shapes, tape or glue, straws, poster board for base layers, paper, rubber bands per group, paper cones, marshmallows, 3-dimensional shape cutouts, and circle cut-outs</p>  |
| <p><b>Pre-Writing and Writing Activities</b></p>          | <ol style="list-style-type: none"> <li>1. Keep a double-entry journal while reading the class novel and literature circle books.</li> <li>2. Use a variety of graphic organizers to describe the main characters in a novel and create a timeline of events. In small groups, select and dramatize scenes from the book.</li> <li>3. Take notes during the films (structured note taking). Use Think-Pair-Share to discuss responses.</li> <li>4. Use Thinking Maps to collect research pertaining to a famous scientist, mathematician, or explorer of the Renaissance. Create a “Wanted” poster with just the most important facts.</li> <li>5. Create a “For Sale” advertisement for a castle. Be sure to label and describe the parts of the castle such as the Barbican, the Gatehouse, the Great Hall, and the Dungeon. Use Old English calligraphy to produce the final draft of the ad.</li> <li>6. Imagine that you are a knight, a serf, a peasant, a manor lord, or a monarch. Describe your daily life through a series of Quick-Writes. Then, write a narrative essay from the character’s point of view.</li> <li>7. Write a monologue from the point of view of one of the main characters in their literature circle novels.</li> <li>8. Create a wordle as a vocabulary activity.</li> </ol> |
| <p><b>Accommodations/ Differentiating Instruction</b></p> | <p>Multisensory activities address visual, auditory, and kinesthetic modalities. Students have choices and opportunities to work collaboratively on several projects. Students with artistic and spatial capabilities will have opportunities to excel. Open-ended assignments provide flexibility. A variety of leveled books are provided.</p>  |