



Grades 2-7

Middle Ages

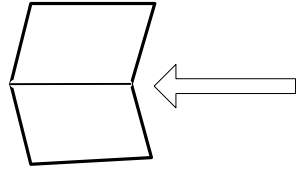
Learning Lapbook with Study Guide



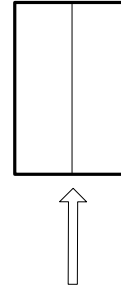
A Journey Through Learning
www.ajourneythroughlearning.com

Keep in mind that children of the same age can have very different academic and motor skills. Some children may have trouble writing in some of the smaller spaces of this lapbook. If this describes your child, we encourage you to let your child dictate the answers and you write for him. A lapbook is to be a fun project, not stressful.

Hamburger Fold-Fold horizontally



Hotdog Fold-Fold vertically



Dotted Lines-These are the cutting lines.

Accordion Fold-This fold is like making a paper fan. Fold on the first line so that title is on top. Turn over and fold on next line so that title is on top again. Turn over again and fold again on the next line so that title is on top. Continue until all folds are done.

Cover Labels-Most of the booklets that are folded look nicer with a label on top instead of just a blank space. They will be referred to as "cover label."

How Long Does it Take to Complete the Lapbook?

Doing a study guide page and mini-booklet a day, a 2-folder lapbook takes 2- 3 weeks to complete. However, you can expand the study portion and make it last as long as you like! That's the beauty of homeschooling! Do it YOUR way!

Lapbook Assembly Choices

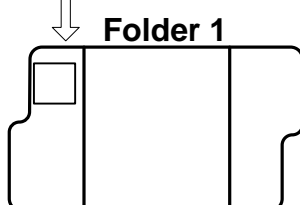
(see photos on how to fold and glue your folders together)

We recommend using Zip Dry Glue or Elmer's Extreme.

Choice #1 -Do not glue your folders together until you have completely finished both folders. It is easier to work with one folder instead of two or three glued together.

Choice #2 -Glue both folders together before beginning. Some children like to see the entire project as they work on it. It helps with keeping up with which folder you are supposed to be working in. The choices are completely up to you and your child!

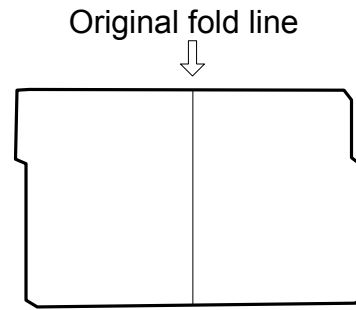
How do I know where to place each template in the folder?



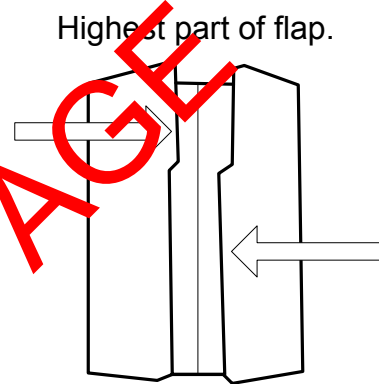
This placement key tells you the template goes in the first folder at the top of the left flap.

Folding a Lapbook Base

Gather the number of folders required for the project. Fold them flat as seen here.



For each folder, fold the left and right sides inward toward the original line to create two flaps. Crease so that the highest part of each flap is touching the original line. It is important not to let the two flaps overlap. *You may want to take a ruler and run it down each crease to make it sharper.*



Glue your folders together by putting glue (or you may staple) on the inside of the flaps. Then press the newly glued flaps together with your hands until they get a good strong hold to each other. Follow this step to add as many folders as you need for your project. Most of our lapbooks have either 2 or 3 folders.

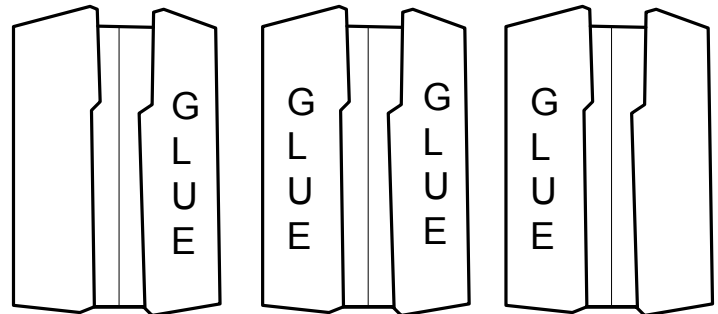
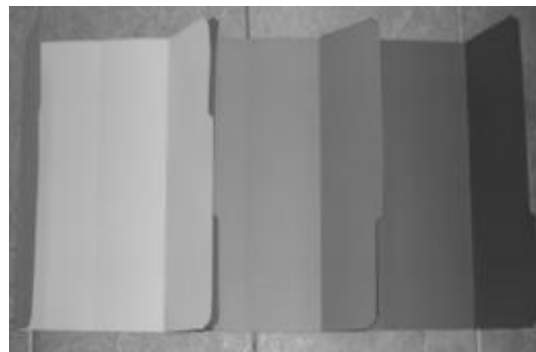
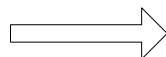


Photo of a completed lapbook base



Tips and tricks to go the extra mile!

Supplies Need:

½ inch three-ring binder

5 tabs (if you are using our copywork and/or notebooking pages, you will need to have 7 tabs. Label with copywork and notebooking)

Quart size baggies

Duct tape

Your study guide and mini-booklets pages

Office supplies-glue, scissors, brads, stapler, pencils, crayons, and ribbon (if needed)

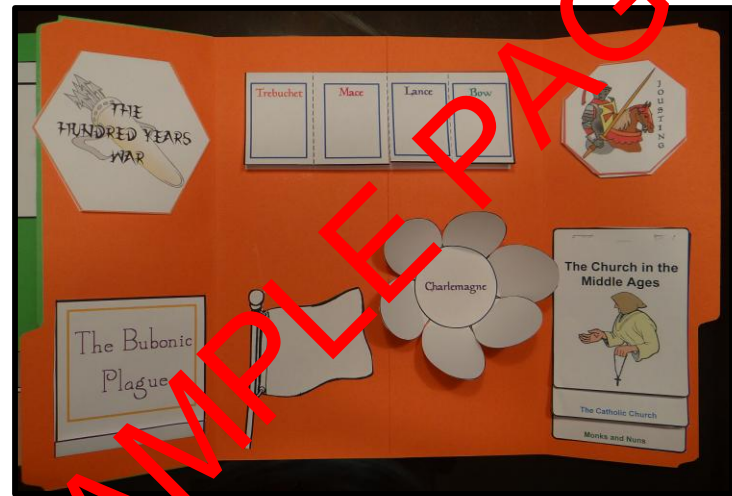
1. Label your tabs: Study Guide, Book Log, NICK Biography Reports, Outlines (Copywork and Notebooking, if using these).
2. Make copies of NICK notes and outline forms and put them behind the tabs. Your child can use either the NICK notes form (easier) or the outline form (a bit harder) after any of the study guides. These serve as a good review of the material in the study guide.
3. Hole punch your study guide and mini-booklets sheets and place behind the Study Guide tab. You will need a page of a study guide. Behind the study guide are all of the booklets that go with that study guide.
4. Keeping your office supplies handy-Measure the bottom of a quart size zip-lock bag. Then measure out a strip of duct tape that length. Lay the zip-lock bag on the lower edge of the tape. Fold the other end of the tape down on the zip-lock bag. Your duct tape should be sticking out from the bag. Now, you can hole punch the duct tape strip. **DO NOT HOLE PUNCH INTO THE BAG!** Then put it into your 3-ring binder. Use this bag to store items you will be using for your lapbook. Glue, scissors, hole puncher, stapler and extra staples, crayons, pencils, brads, ribbon, and any unfinished work. Doing this one step keeps you from having to constantly gather supplies every time you want to work on your lapbook!

Middle Ages Lapbook

Folder 1



Folder 2



Entire Lapbook

Folder 1



Folder 2

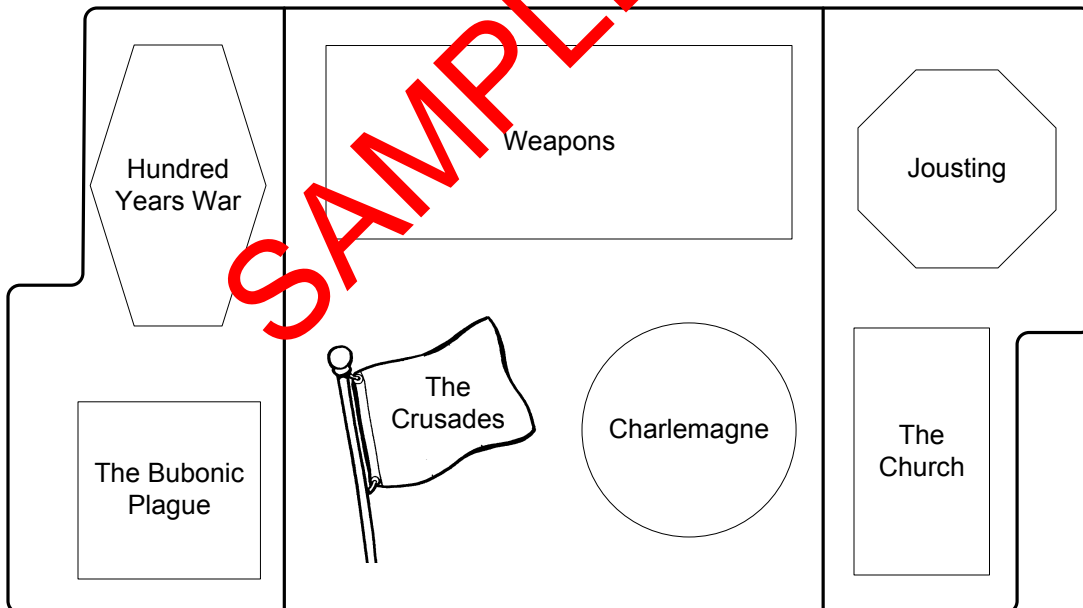


Table of Contents

Overview of the Middle Ages

Feudalism

Daily Life – Nobility

Daily Life – Commoners

Medieval Castles

The Bubonic Plague

The Crusades

Charlemagne

Jousting

Knights

Middle Ages Clothing

Middle Ages Weapons and Torture

The Church in the Middle Ages

SAMPLE PAGE

Complete the Scene

Pretend that you are about to enter into a battle. Draw the weapon that you would take with you.
Cut around the dotted lines and glue picture onto front of closed lapbook.

Middle Ages Lapbook

SAMPLE PAGE

Overview of the Middle Ages

Middle Ages refers to the period of history in Europe between 400-1500 AD. It began with the fall of Rome and continued until the Renaissance period. It is usually divided into three smaller periods, including the Early Middle Ages, High Middle Ages and Late Middle Ages.

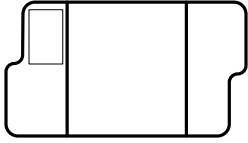
The Early Middle ages began in 400 AD with the collapse of the Roman Empire. German tribes of people, including Visigoths, Vandals, Ostrogoths, Franks, Huns, Angles, Saxons, Vikings, Lombards, and Slavs, began to invade every part of the Roman Empire. By 700 AD, new empires were forming. The Islamic Empire took over in Spain and North Africa. Charlemagne built the Holy Roman Empire in France and Germany. The Vikings and Slavs got together to build a kingdom in Russia. While this was happening, the Roman Empire continued only in the Eastern Mediterranean.

The High Middle Ages began around 1000 AD, when the modern countries of Europe, like England, France and Germany, began to take form. This began after the Norman Conquest in 1066. Spain and Italy fought to regain control of their country. In the Eastern Mediterranean, the Roman Empire, that became known as the Byzantine Empire, lost some territory and became less powerful. The people of Europe were continuing to fight against the Islamic Empire to take back the Eastern Mediterranean, especially Jerusalem, for Christianity. These wars were called the Crusades. The First Crusade managed to capture Jerusalem, but the later crusades were less successful.

By the early 1200s, the Late Middle ages began as the Mongol Empire brought peace to Asia, and encouraged trade along the Silk Road. This trade could prove profitable for Poland, Russia and Italy. In the 1300s, war and disease took its toll on all of Europe. The Hundred Years' War and other wars were made worse by the bubonic plague that spread along the Silk Road from China. Millions of people were killed causing the collapse of the Mongol Empire. By 1500, the time period known as the Middle Ages ended



Folder 1



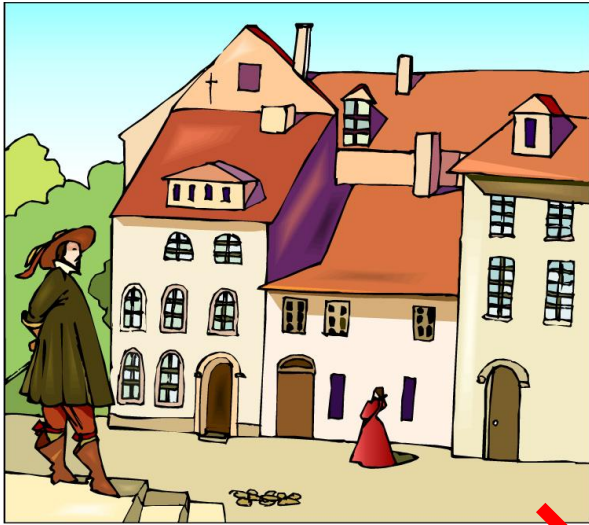
Read Overview of the Middle Ages

Cut out each piece. Stack them on top of each other. Fasten with a brad or staple. Glue into lapbook.

Directions: On each booklet, tell a little about the era.

X

THE MIDDLE AGES



Early Middle Ages

SAMPLE PAGE

High Middle Ages

Late Middle Ages

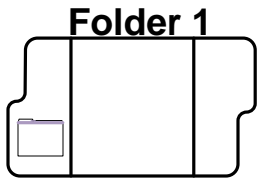
Feudalism

Feudalism was a way of government popular in the Middle Ages. It proved to be the best way to govern a large state, especially when the king was poor and not very powerful. Since there were not good roads, it was hard to communicate with people across the kingdom. Relationships between the groups of people were based on a balance system. It was essentially a barter system: you do this for me, and I'll do that for you.

The king would divide his land into fiefs. He would then give the smaller portion of land to rich men and women, called dukes or duchesses. Then they would in turn promise their loyalty to the king. This means that they had to do whatever the king told them to do. The duke or duchess usually had large amounts of land, too, that they would divide into smaller fiefs. These smaller fiefs would be ruled by counts or countesses or barons or baronesses. As a result, the counts or barons had to swear their loyalty to their duke or duchess. The count or baron would divide his land into farms, and the farmers who received the land promised loyalty to their count or baron.

In the feudal system, the king was at the top of the secular pyramid. Lords were in the middle. They had the responsibility of protecting the common people, or peasants, because they were unarmed. This is where the knights came into the picture. The knights were near the bottom, since they were the professional fighting men. At the absolute bottom were the peasants.

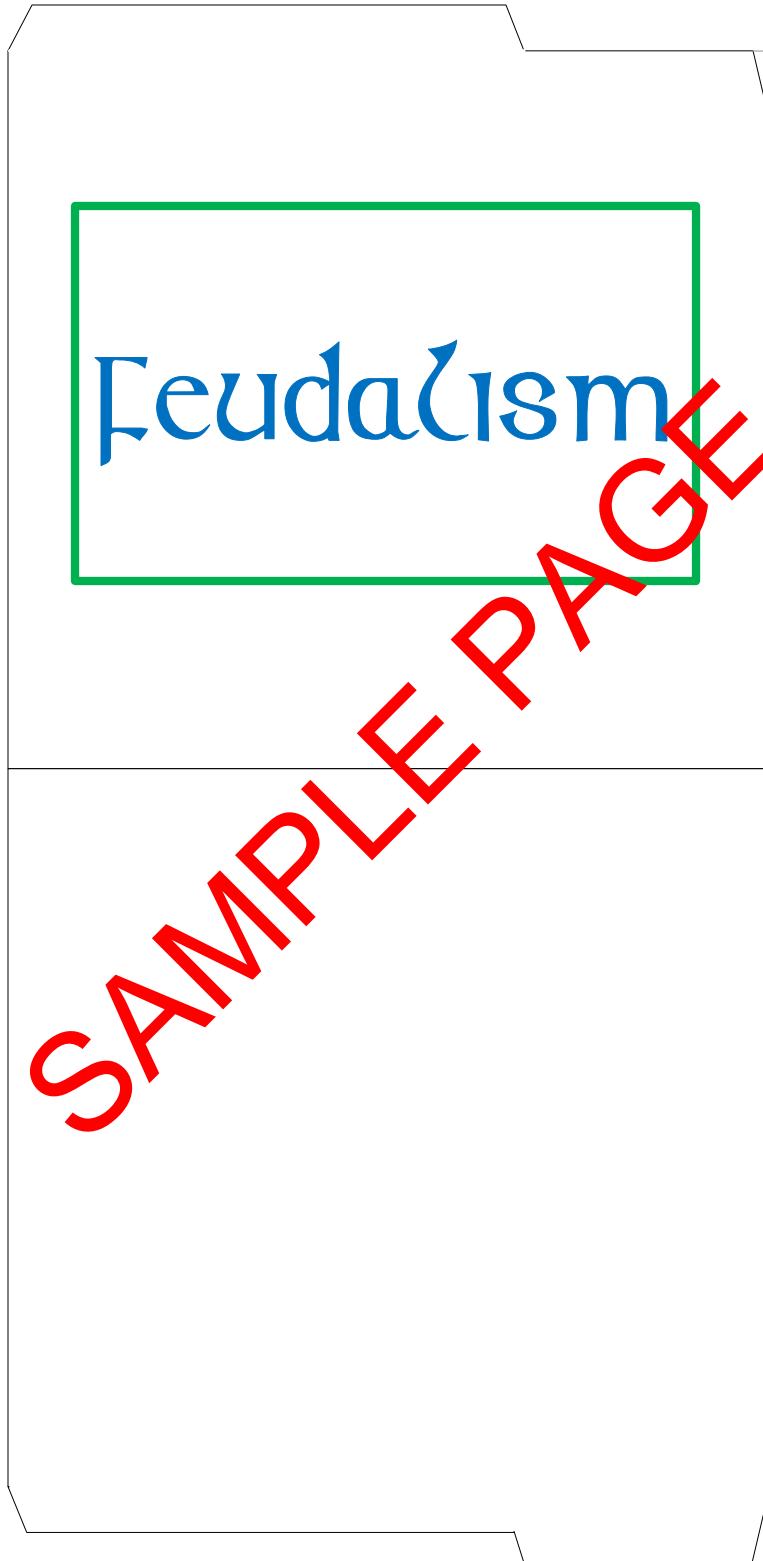
In this system, everyone was a vassal, which means servant. Vassals could promise their loyalty to multiple people. This could cause a problem if two of the lords that one vassal had promised loyalty to, decided to go to war with each other. Another problem could arise if the lord, or duke, decided he was as rich or as powerful as the king. The lord may decide to take over as king by force.



Read Feudalism.

Cut out the booklet as one piece. Fold in half. Glue into lapbook.

Directions: Inside of the booklet, tell what Feudalism is.



Daily Life - Nobility

There were 3 groups of people in medieval times - nobility, commoners, and the church. Nobility, which included Kings, Lords, Knights and Ladies, lived in manor houses and castles. Even though they were dingy and damp, they were considerably more comfortable than the homes of the commoners. It is also important to remember that the castles were built for protection rather than comfort.

Lords had complete control and authority within his land given to him by the king. He would fish, hunt and run the fief. He would also settle disputes between his various vassals. In contrast, **Ladies** were to have children and take care of the household. They were the property of their husband, whom their father chose for them. There was no divorce. Children of nobles also had specific duties. Boys began to study to become a knight at the age of seven. Girls were taught how to behave and manage a household by their mother.

It could be said that life in the middle ages centered around the **Knight**. It was the duty of the knight to learn to fight to be able to serve their lord and protect the commoners in their fief. Weapon practice was a way of life. Skills were developed in two-handed sword, battle axe, mace, dagger and lance. It was also the responsibility of the knight to guard the castle on his fief.

There were limited forms of entertainment during medieval times. Eating was the most popular form of entertainment. There would be multiple dishes, including fish, game, vegetables, fruit and deserts. They did not use spoons or forks. Knives were used to cut the food and fingers were used to eat. Entertainers, such as minstrels, magicians, or jugglers, were hired occasionally to amuse guests during meals.

Another popular form of entertainment was tournaments. These were mock battles between knights, with the most popular individual event being jousting. There was also melee, or team events, where two groups of knights would fight.

The people in the middle ages were very religious. The Catholic Church ruled. The parish priests would give sermons daily, and prayers were important. The church dictated behavior and punishments. The church wielded great power, and did not hesitate to use it.

Daily Life - Commoners

Most of the people who lived during the Middle Ages were **Commoners**. There were peasants and serfs. **Peasants** were free to leave, but **serfs** could not leave their manor without permission. Serfs had many different jobs on the manor, including farmers, bakers, craftsmen, and tax collectors. Serfs would stay with the land, even if it was sold to a new owner.¹

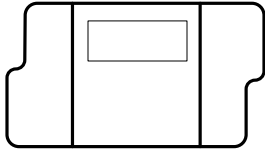
As stated earlier, peasants could leave if they wanted, but war was rampant. To be a part of a manor provided protection, so there was really no place to go. Most peasants worked the land or made goods in exchange for protection. Some peasants would own a business or plant a garden to provide goods to barter for personal safety. Occasionally, a peasant would desire to leave the strenuous work of the land and join the church.

Taxes were paid to the lord for every service received. Everything was paid in barter because money did not exist on a manor. For example, to pay the crop tax, a portion of the crops would go to the lord. To pay the bread tax, some bread would go to the lord. To pay the coat tax, some of the warm coats made would go to the lord. Even if a peasant owned his own business, he was expected to serve the lord a certain number of days each year. He might be expected to work on the roads or the lord's home. The lord would decide what jobs needed doing.

The only entertainments provided to the commoners were church festivals. These festivals regularly offered stage plays of a religious nature. There would also be archery contests, wrestling, singing and dancing. Jugglers and magicians were often on the schedule. Festivals were provided by the lord, and luckily they were frequent occurrences on the manor.

The priest of the manor had tremendous power over the commoners. These people believed that the only way to Heaven was to follow the teachings of the Bible, which is true. The problem was that they could not read or write. This meant that the village priest had to read to them from the Bible and dictate how they were to behave. In addition, the priest would tell them who and when to marry. These things led to the priest gaining too much power, expecting obedience to all that he said.

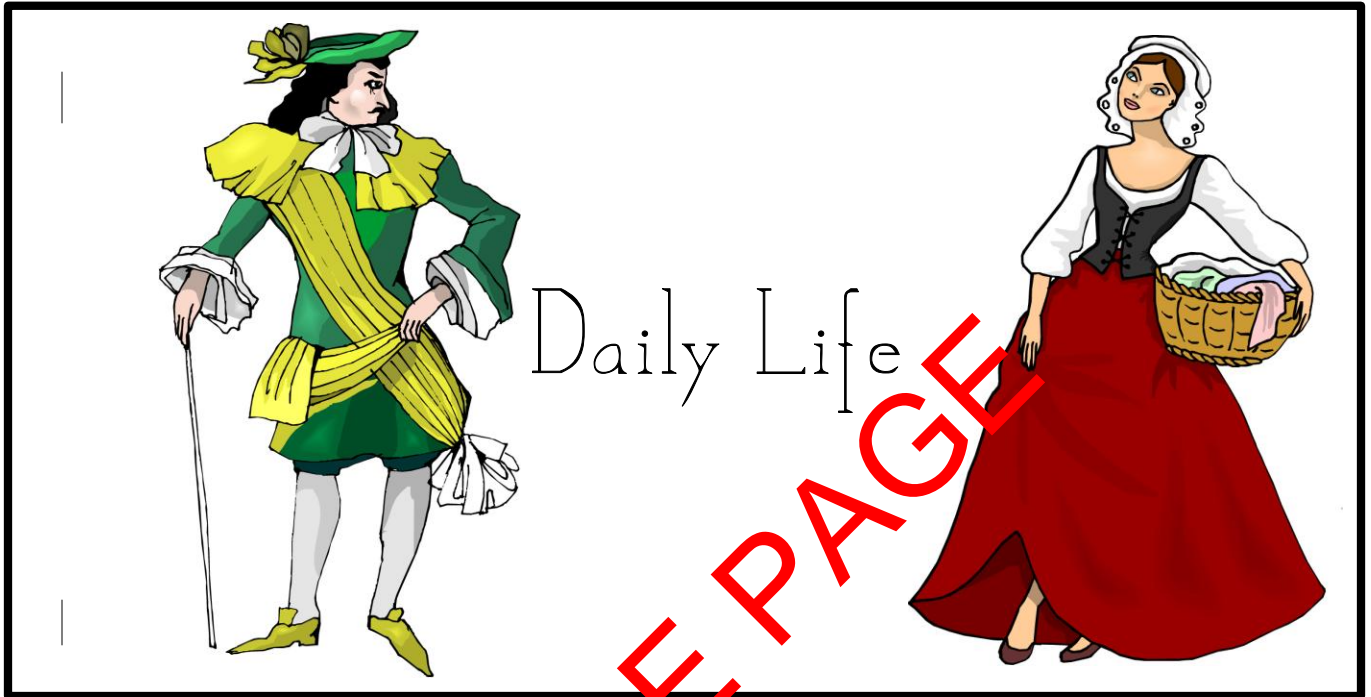
Folder 1



Read Daily Life – Nobility and Daily Life – Commoners.

Cut out the pieces on this page and the next. Stack together and staple down the left side. Glue into lapbook.

Directions: On each booklet, tell about their different lives.



Nobility

SAMPLE PAGE
