



T

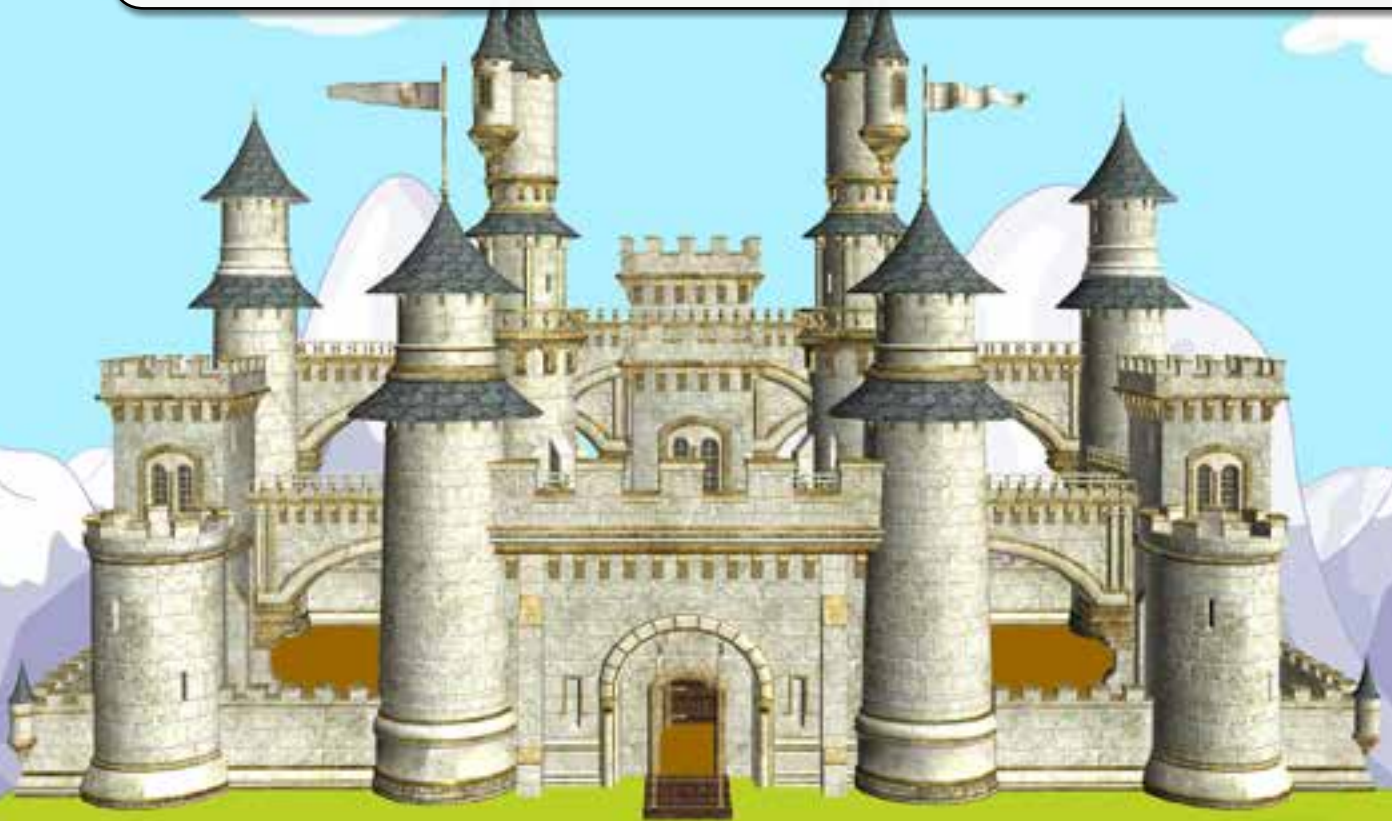
he Castle

Learn How to Read a Report



Ontario Curriculum Reading Unit

Integrated with Writing, Social Studies, and Technology



Name:

Ontario Curriculum Unit

Integrated Reading with Writing, Social Studies, and Technology

Licensed to the teacher for white board display, use on student devices, or printable handouts within the teacher's own classroom.

The Castle

Author: Joanna Lawson and Patrick Lashmar
Illustrated by Peggy Collins



ISBN: 978-1-5250-0026-3

Copyright 2017 Tree House Press Inc.

All rights reserved.

Permission to reprint, distribute, and display for classroom use is granted to the licensee's classroom only. Licensee's name and license number shown below.

Find more lessons like this at: ontariocurriculumunits.ca



L

Lesson Expectations and Rubric

Expectation	Level 1	Level 2	Level 3	Level 4
Comprehension Strategies				
Demonstrating Understanding				
Extending Understanding				
Text Features				
Reading Familiar Words				
Reading Unfamiliar Words				
Reading Fluently				
Interconnected Skills				
Technology: THPLink				
Variety of Forms: Report				
Purpose				
Responding to and Evaluating Texts				
Comments:				

R

Reading Selection



A report presents factual information on a topic to be shared. The author must do careful research to make sure the information is accurate. Preview this report. Study what is happening in the illustrations. Think about the subtitles. What do you think you can learn by reading it?

THE CASTLE

The First Castles

Romans ruled most of Europe around the year 100 BCE. They were strong warriors. They won many wars. Their world was peaceful. When the Roman Empire became weak, fighting started again. Neighbours fought each other. Invaders invaded other countries.



People needed to defend themselves. Strongholds (forts) were built all over Europe. Forts became castles. At first, castles had wooden walls. Later, walls were built of stone. In some places, the walls were around whole villages. Historians call the period when castles dotted the landscape the Middle Ages or Medieval Times. There are no exact dates for the beginning and end of the Middle Ages. The period was over in the 1400s so it lasted about 1 000 years.

Castles were not all the same. Builders used materials they could find locally. That's why castles looked different in different parts of the world. Castles by the sea were not the same as those far inland. Castles on high hills were different than those in valleys or on the plains. But all castles were built to defend the land and the people who lived there.

The Outer Walls

For most of the Middle Ages, the walls of a castle were built of stone. Straight, thick walls had round stone towers at the corners. They were wide so soldiers could walk on the top or the ramparts. From the ramparts, soldiers could pour hot oil on the enemy below. Archers walked the ramparts and shot arrows through gaps called crenels or through narrow slits left in the walls called arrow loops.



As communities grew, outer walls were built farther and farther out until the whole city was inside the walls. London, England was a walled city with the Tower of London as its main building. Later, Quebec City, in Quebec, Canada, became a walled city.

The Moat

There was a moat around the outside of the walls of many castles. A moat is a deep ditch filled with dirty, smelly water. When the castle was on the top of a hill, the moat was often dry.

The Drawbridge

Of course, people needed to get in and out of the castle. The drawbridge, built of wood, went across the moat to the archway opening in the castle wall. It could be drawn up by a series of pulleys when the castle was attacked. There was often a portcullis as well.

This iron door was kept above the doorway and slid down in grooves beside the door. A series of gears and ropes lowered or raised it. So, if the enemy burned the raised drawbridge, or rammed it with a battering ram, the castle was still safe.



The Keep

The keep was a large stone building usually built in the centre of the castle. The heart of life for the lord and his family was in this building. The keep also acted as a final line of defense if the enemy made it over the walls. The keep contained all the parts of a house. There were bedrooms, and the great hall used for feasting and entertaining. There were storerooms for food and weapons, and usually a well for water.

The Bailey

The bailey or courtyard, was the area between the outer wall and the keep. This was where the action was. Weapons were made and sold. Horses were stabled and cared for. Yarn, fabric, and clothing were made and sold. People bought and sold meat, baked goods, and other food. Candles, cooking utensils and tools were also sold. Peasants and other people each had lean-tos against the outer wall.

Often, the bailey contained a vegetable garden, barn, and kennel. The well was always available to everyone so it was often in the bailey. People worked and played in the bailey. News passed from person to person. Stories were told and retold. In many ways, the bailey, not the keep, was the heart of the castle.

The Great Hall

The great hall was the most important room in the keep. It was huge. Tables lined both sides and one end of the hall. The head table was on a platform. This was so the lord would be higher and look more important than the people at the other tables. Ceremonies and feasts were held in the great hall. At night, it would be full of sleeping guests or workers. Baths were not

common and clothes were hardly ever washed. The smell must have been interesting.



The Chapel

Most Europeans were Christians. The chapel was located near the lord and lady's quarters. The windows were arched. There was a cross or crucifix. Some large castles had a small chapel for the lord and his family and a larger one in the bailey for the rest of the people. Squires (knights in training) spent the night before they became knights praying in the chapel. This was called a vigil. Each castle had a priest.

The End of Castles

Around 1400, castles stopped being built. It was not because people became peaceful. Castles could no longer protect people from armies. This was because castle walls couldn't stand against cannons. Those large guns could knock huge holes in the stone walls and soldiers could storm the castle.

1. The bailey was a very busy part of the castle. List 3 activities that took place in the bailey.

2. Would you like to live and grow up in a castle? List 3 reasons why or why not.

SAMPLE

Low Resolution Sample

Download the complete,
reproducible unit at
OntarioCurriculumUnits.ca

Scan the QR Code or go to the website below. Listen to the report and watch the video presentation. Knights were heavily armed, well-trained soldiers. They protected the King and the people. With your teacher or a family member, search online to learn about the life of a knight.



<http://thplink.tv/100010.html>





R

Reading for Meaning



Read all the question in this section. Then re-read all or part of the report to answer the questions below.

1. People built castles because:
 - a. they needed protection from enemies
 - b. to keep the stone masons employed
 - c. the lords liked really big houses
 - d. they didn't want their horses running loose
2. Castles were not used after the invention of:
 - a. the keep
 - b. bows and arrows
 - c. cannons
 - d. tanks
3. What do you call the top of the castle wall where they walked around?
 - a. crenel
 - b. rampart
 - c. keep
 - d. portcullis
4. The main purpose of this article is to tell about:
 - a. Medieval times
 - b. ladies and lords
 - c. the Romans
 - d. castles
5. The portcullis was served at feasts. ___ True ___ False
6. A squire was a knight in training. ___ True ___ False

7. Why would storekeepers rather have their stalls inside the castle than outside the castle walls?

8. Do you think it would be fun to be a squire? Give at least four reasons for your opinion.

9. Which section of the report on castles gave you the most new information? List four facts you learned from this section.

SAMPLE
Low Resolution Sample
Download the complete,
reproducible unit at
OntarioCurriculumUnits.ca



U

nderstanding Form and Style



The form of this selection is a report. The format is very different from a fairytale or a personal letter. Think about the report form and answer the questions that follow.

- Which is NOT characteristic of a report?
 - it has subtitles
 - it tells many facts
 - it tells a story
 - it uses specialized words
- Under the subtitle "The Great Hall," we learn about:
 - the drawbridge
 - the stables
 - the vegetable garden
 - where feasts were held
- One feature of this report is that it uses:
 - lines that rhyme
 - guesses
 - maps
 - lots of factual details
- We learned facts in this report by studying:
 - the words only
 - the illustrations only
 - the words and maps
 - both the words and illustrations
- Reports always include maps. ___ True ___ False
- Subtitles tell us about character. ___ True ___ False
- Report details must be accurate. ___ True ___ False

8. How do subtitles help you understand a report?

9. Many reports contain illustrations. The illustrations often give readers many additional facts and details about the topic that are not found in the text. Look at the illustration of the feast in the “great hall” section. There is a lot going on in this illustration. What does it tell us about the King’s feast that the text does not? List at least five details.

10. If the lord knows that his castle is going to be attacked, what preparations do you think he should make to be ready to defend it? List your ideas below.



R

Reading with Fluency

The more you understand about word meanings, and the various uses of words, the more fluent your reading will become.

1. The area between the outer wall and the keep is called the:

- a. moat
- b. rampart
- c. bailey
- d. portcullis

3. The moat around a castle is:

- a. a public well
- b. a good place for bathing
- c. a dirty, small, water-filled ditch
- d. a weapon carried by a knight

2. What does "effective" mean in the following sentence?

"Castles were no longer effective against armies."

- a. useful
- b. useless
- c. helpless
- d. weak

4. Which word is NOT a synonym of "build"?

- a. erect
- b. construct
- c. demolish
- d. manufacture

5. Work with a partner and select a section of this report.

Together, prepare an echo reading of the section. This means you will read a sentence and your partner will read the same sentence immediately after, like an echo. Repeat these oral readings until you can read the selection fluently.



R

eflecting on Reading Skills and Strategies



Readers use different reading strategies depending on the form of the selection they are reading.

1. List two things about your reading that you are good at. List two skills you would like to improve.

2. If you were to have a test on the information in this report, how would you study for it? Would you re-read all or part of the report? Would you underline or highlight important details? Would you memorize facts, work with a partner, read it aloud, or use some other strategy? List at least 3 ways you could prepare for the test.

Extend

1. You know a great deal about all the parts of a castle. You have learned about the lives of the people who live and work in them. Draw and colour a labeled diagram of all or part of a castle below. Add as many details to your illustration as you can.

