



WEEK 1: Medieval Professions & the Byzantine Empire

	<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>Fr</i>
<i>Lit & Poetry</i>	Vocabulary Spell Book Igraine the Brave, ch. 1-3	VSB + Igraine the Brave, ch. 4-6 Poetry BGNF, p. 40	VSB + Igraine the Brave, ch. 7-9 Poetry BGNF, p. 40	Igraine the Brave, ch. 10-12 Poetry BGNF, p. 40	Igraine the Brave, ch. 13-14 Poetry BGNF, p. 40
<i>Read & Writing</i>			Show Me a Story + Exercise 1	Exercise 2	
<i>Art & Music</i>		Instruments of the Orchestra	Instruments of the Orchestra	Instruments of the Orchestra	Instruments of the Orchestra
<i>S.S. & History</i>	CC, ch. 1	Great Medieval Projects, Intro. + pp. 1-20	A Child Through Time, pp. 34-35	Archers, Alchemists . . . , pp. 4-17, ch. 1-2	Archers, Alchemists . . . , ch. 3-4
<i>Math</i>					
<i>Science & Geo</i>	Byzantine Empire			Energy Lab for Kids: Lab 1	Energy Lab for Kids: Lab 2
<i>Logic & Legend</i>	2T&L: It's Alive!, Intro + Research Guide + ch. 1	2T&L: It's Alive Investigation Log	2T&L: It's Alive Investigation Log		

Week 1 Learning Partner Prep

First-time Torchlight Geography set-up: Print out the five political maps included in Appendix G. Tuck each map into a page protector sleeve. You will also need to print out the modern political map. You might want to laminate these for durability.

Week 1 Activity Supplies

Science: *Energy Lab 1:* 6 clear plastic cups, food coloring, 4-5 marbles, cooking or lab thermometer; *Energy Lab 2:* 2 clear plastic cups, 2 cooking or lab thermometers, room-temp sand, room-temp water, timer, desk lamp with heat bulb or traditional incandescent bulb.





Week 1, Day 1

Literature & Poetry

Complete 1–2 vocabulary pages
Read *Igraine the Brave*, ch. 1–3

Reading & Writing

Social Studies & History

Read *Curiosity Chronicles*, ch. 1

Discuss with your learner how cultures aren't costumes, and in this book the characters dress up in some cultures' traditional dress to educate, not for fun. Be sure to reiterate this each time you encounter Ted or Mona in a culture's traditional dress. The *Curiosity Chronicles* creator was careful never to dress any character in sacred cultural clothing. It is important to note that one must be invited by members of the culture to wear cultural clothing.

Math

Science & Geography

Work with the Torchlight reference map for the Byzantine Empire (appendix G). Have your learner draw the empire boundaries onto the sheet protector holding their blank European political map with a fine-tipped dry-erase marker. Instruct them to find the location on their globe and include any major geographic features they notice on their globe (rivers, mountains, etc.). Then ask your learner to reference their source map to find out which modern country names are within the borders of the empire and have them write these into a geography notebook. Slip the source map into the sheet protector to confirm accuracy. Discuss the pros and cons of the empire's location. What features can/did make it vulnerable or prosperous? Did you learn anything you were not aware of before? You will do this activity weekly.

Logic & Legend

Two Truths and a Lie: It's Alive! Intro. + ch. 1 + pp. 123–26 (Don't look at the answer! Try your best to do these assignments alongside your learner, without peeking!)

Two Truths and a Lie will be used to teach information literacy and critical thinking in practice. For this first week you will need to start by going over the [Educator's Guide](#) with your learner. This guide will help you both understand what applied skills we will be practicing throughout the year and provide resources for the research you will be conducting and recording in your Investigation Log (see appendix C). The Educator's Guide also includes a Fact or Fiction worksheet that you may use in place of appendix C, if you wish.






Week 1, Day 2

Literature & Poetry

Complete 1–2 vocabulary pages

Read *Igraine the Brave*, ch. 4–6

Pantomime Poetry: *BGNF*, p. 40, “Early One Morning on Featherbed Lane”

 *In Level 2, Pantomime Poetry is an introduction to making poetry fun and working on memorization. Some learners will not be able to accomplish full memorization at this stage, and that is OK! Be sure to have fun, be creative, and let them really perform, if they wish. Alternately, they might prefer to sing the poems or dance around as they work on reciting them. Join in! As long as they are being exposed to poetry and making fun memories in the process, they are developing an appreciation for this art form and working on their memory and recall skills, while also getting a little movement in and learning the rhythm of poetry and vocabulary. Be sure to listen to the poem on the included CD if a reading is available.*

Reading & Writing

Art & Music

Listen to *Instruments of the Orchestra* all week

This CD/MP3 walks kids through the sounds of different instruments and starts important ear training.

Social Studies & History

Read *Great Medieval Projects*, Intro. + pp. 1–19

Math

Logic & Legend

Two Truths and a Lie: It's Alive! Investigation Log (see appendix C), ch. 1

In their Investigation Log your learner will be rereading each story over the next two days and filling out their log as they go. By the second day they will be evaluating their findings and making an educated guess to answer the question: Which story is the lie?

History Extension (Optional)

Have your learner create a set of juggling sticks and work on those motor skills! Use the instructions on pp. 22–23 in *Great Medieval Projects*.





Week 1, Day 3

Literature & Poetry

Complete 1–2 vocabulary pages

Read *Igraine the Brave*, ch. 7–9

Pantomime Poetry: *BGNF*, p. 40, “Early One Morning on Featherbed Lane”

Reading & Writing

Read *Show Me a Story*

⚡ Complete exercise 1

Art & Music

Listen to *Instruments of the Orchestra* all week

This CD/MP3 walks kids through the sounds of different instruments and starts important ear training.

Math

Logic & Legend

Two Truths and a Lie: It’s Alive! Investigation Log (see appendix C), ch. 1

Complete your Investigation Log thoroughly. Once you have discussed and gleaned the reasoning for your learner’s choice, you may read the answer on pp. 127–28. Remember, failure is a valuable learning tool in persistence, and spotting your past mishaps can be invaluable when given the chance to correct them on the next round. Celebrate the hard work that went into the investigations and learning that took place.



Literature/History Extension (Optional)

Information Quest. Your learner is being tasked with a quest to gather and document information using safe search engines: Visit Google Maps and type in “welsh castles.” The castles will appear as red markers. Click on each marker and view the images. You can even drop your golden street view man on the road next to a castle and look around and “drive” down the streets to tour the area. Once you have completed your tour, choose your favorite castle. Do a safe search for the castle’s name, and after reading up on it, on a sheet of paper list three of the most interesting facts you learned. You can even print out your favorite image and tape or glue it to your quest for information.





Week 1, Day 4

Literature & Poetry

Read *Igraine the Brave*, ch. 10–12

Pantomime Poetry: *BGNF*, p. 40, “Early One Morning on Featherbed Lane”

Reading & Writing

⚡ Complete *Show a Story* Exercise 2

Document what is learned as we will use these story ideas later to make a picture book in our book-binding activity.

Art & Music

Listen to *Instruments of the Orchestra* all week

This CD/MP3 walks kids through the sounds of different instruments and starts important ear-training.

Social Studies & History

Read *Archers, Alchemists, and 98 Other Medieval Jobs You Might Have Loved or Loathed*, pp. 4–17 and ch. 1–2

🗨️ *Some of the jobs might upset sensitive learners, so read ahead.*

Math

Science & Geography

Read *Energy Lab*, pp. 8–12, then pull out a lab sheet (see appendix D)

⚡ Complete Energy Lab 1

Start with the introductory question. Let your learner ponder their hypothesis and fill out their lab sheet using the scientific method. Learning partner should pre-read the “Energy Explained” section to help guide exploration. Conduct the lab. Lastly, have your learner fill in observations and discuss with them, using the “Energy Explained” section as your guide. Have them fill in your Conclusions/What I Learned. This process will be the same for every Energy Lab.

History Extension (Optional)

Watch TED-Ed’s [The Rise and Fall of the Byzantine Empire](#).





Week 1, Day 5

Literature & Poetry

Read *Igraine the Brave*, ch. 13–14

Pantomime Poetry: *BGNF*, p. 40, “Early One Morning on Featherbed Lane”

Reading & Writing

Art & Music

Listen to *Instruments of the Orchestra* all week

This CD/MP3 walks kids through the sounds of different instruments and starts important ear-training.

Social Studies & History

Read *Archers, Alchemists, and 98 Other Medieval Jobs You Might Have Loved or Loathed*, ch. 3-4

Math

Science & Geography

Pull out a lab sheet (see appendix D)

⚡ Complete Energy Lab 2



History Extension (Optional)

Your learner can become a thatcher! Using a milk carton or other box, some popsicle sticks, string, and dried grasses, you can create a miniature house with a roof ready to be thatched by you. You can even test it with “rain.” Use the instructions in *Great Medieval Projects*, p. 77.



Torchlight Lab Sheet Explanation

Appendix D

Purpose: The Torchlight Lab Sheet follows the scientific method, helping learners get the most out of the Lab for Kids experiments. Science starts with a question, so your learner is asked to identify the question they are seeking to answer or the concept they will be exploring. Next there is a space for background research. You may choose to skip this step with the idea that we have not yet done any prior investigations and therefore we do not have any research to start with. For older learners I recommend having them do a bit of research on their question or concept to make an informed hypothesis. We move on to forming and documenting their hypothesis, performing the experiment, and evaluating the procedure to see if it is working.

One of the most important tenets of scientific thinking is equating failure to learning. If we never fail, we will never know what does not work and therefore cannot use deductive reasoning to conduct better experiments, so in Torchlight we incorporate recognizing failure into our process and we celebrate the learning that comes from it!

Lastly, we analyze our data, draw conclusions, and communicate our findings. Torchlight illustrates our new data becoming the background data for a new hypothesis. We leave documentation about what we learned for future scientists and learners, because science is a cooperative effort.



Torchlight Lab Sheet Explanation

Appendix D

What question are we answering or concept are we exploring today?

Scientist

Lab #

Date

SAFETY GEAR CHECKLIST

Learning Partner has read "Energy Explained"

Background research

My Hypothesis: What do I think will happen? Draw or write

Test with Lab: What actually happened? Draw or write



BECOMING A BARD

GRADE 7



Write using your best script!

By _____ & _____

DATE _____



Becoming a Bard



Week 16: Embellish - Now that you have had some time away from your 200 story, it is time to work on your embellishing skills. Read over the writing you did for your 200 story. Now think of ways you can make it more exciting. Add one detail to embellish the setting, the characters, and the conflict. Once you think of these details rewrite your story to be grander and more fantastic than before.

Lined writing area for the student to write their story.

Hypatia Evans

A Medieval Mystery

Appendix I



Part 1

November 4th, 1222

We are more than a year back in Edinburgh now. He been dropping hints to return and did for some time now that we need to get away. Both of them have wrapped up their work with the University following our travels last year. My studies are sufficiently progressing and he convinced my tutors to let me enroll the medieval ages. It is something I grew my fond of under my previous history tutor Mr. Shiv. Shiv spent the better part of a year sharing his passion for history and culture with us while completing his studies at the University. He was eager to complete his research at historical sites in the east and west before returning to the University of Bombay where he began. I think he hopes to become a professor himself someday.

Imagine my surprise last week when a letter arrived from Mr. Shiv. He wanted to share some exciting news from Jerusalem where he has been for the last month.

Miss Evans,

Greetings from Jerusalem! I have been soaking up my tale and are quite I can while I am here. The land here is so full of history. History happened within the earth itself. Every stone block and sea of cypress has thousands of years of potential stories and tales waiting to be told. It is astounding to feel much of what happened here lost to antiquity. Artifacts, fossils and archives here are very sensitive. Not a single archeologist will dig a pit here for generations to come.

I have come here intending to chronicle the efforts made in rebuilding and expanding the city walls following the Crusades. What I find most interesting is the amazing mysteries surrounding the old city from the medieval ages. The monks were brutal to the city passing hands back and forth between armies so if it were possible I would have been there. I remember how much that inspired your interest during our meeting last year. I wanted to share something special I ran across.

Recently a collection of local academics helped me secure access to the restricted area near the Al-Aqsa Mosque. They seemed most enthusiastic to discuss the capture of the city by Saladin's army. I was shocked to see fragments of writing on the stone that was part of the original wall. These inscriptions were written in the form of Arabic and translated of course into more legible English form. See if you can unravel the story of this tomb might have been.



Both servant and master, sister of pilgrims, protector of relics, May 24

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* Epitaph: a phrase or statement written in memory of a person who has died