**September 1290**

**Student Directives**:

1. Explain why Catherine has to write a journal in the first place.
2. Tell where Catherine lives and explain who lives there with her family.
3. Briefly describe Catherine’s relationship with her father.
4. Discuss why Catherine has to be married and the process for her betrothal.
5. Describe what happens when Catherine meets her first potential suitor.

**Vocabulary**:

Plagued (1): constantly annoyed or distressed (adj)

Spinning(2): twisting yarn from raw wool or silk (noun)

Docile (5): quiet and easy to control (adj)

Abominable (2): extremely unpleasant or offensive (adj)

Impudence (5): rudeness (noun)

**Summary**: Catherine is introduced as a teenager being forced to keep a diary as a punishment by her older brother, a monk. She has a tendency to be rude and very unladylike, so the diary is supposed to force her to reflect on her behavior. Catherine spends the first few days explaining how she would rather be a monk or a goat boy liker her friend Perkin or a villager. The conflict begins when after about a week Catherine’s father realizes she is probably about marriageable age and begins to invite potential suitors to their castle in an effort to marry her off. Catherine decides to use tricks and disguises along with bad behavior to keep any man from being interested in her, scaring the first suitor away by blacking her teeth and tying mouse bones in her hair. She is punished for her behavior by being further confined to the castle.

**Activities**:

A Month in the Life of Catherine: students take notes on events and then fill in/ create a monthly agenda for Catherine.

Sketch a Suitor: Guided notes on 1st Suitor, Master Lack-Wit, students draw the scene of the suitor and Catherine in her mouse bones.

Skill Page - About the Characters

Skill Page – Elements of a Narrative Outline

**October**

**Student Directives:**

1. Discuss what the old woman means when she says that Catherine will be asked, “Why were you not Catherine?”
2. Tell how Catherine ends up in the village fair.
3. Describe how the monks made paper and ink and how they illustrated the Bible. (How they illuminated manuscripts)
4. Review why Catherine’s behavior with George and Aelis changes.

**Vocabulary**:

Crusade: in the 11th, 12th, and 13th centuries, a military expedition by European Christians to retake areas in the Holy Land captured by Muslim forces. (noun)

Magnificent: beautiful and impressive (adj)

Reckoning: either a calculation or a retribution (vengeance) (verb or noun)

Blasphemy: disrespect for religion (noun)

**Summary**: Catherine continues her work as the unofficial nurse of the castle, generally making people sicker in the process. A group of Jews recently exiled by the king stops over at the castle as they make their way out of the country, fleeing persecution and prejudice. Catherine is afraid at first because of the stereotypes and rumors she has heard, but as she eavesdrops on the group begins to realize they are just people like her. The story the old woman tells the children has the moral “Know who you are and where you come from,” foreshadowing the personal journey that Catherine must make as she accepts who she is and where she comes from herself. Catherine follows them when they leave, talking to the old woman about all of the things she would rather be than a lady. The woman tells her, “Why were you not Catherine?” will be the question she will have to face at the end of her life, encouraging her to just be herself. Catherine’s family’s steward sees her and makes her go home. Catherine avoids her next suitor accidentally. She is covered in mud after a mud fight when she meets him on the road. Realizing she is totally unrecognizable, she uses her chance to describe how crazy the “lady of the house” is, scaring suitor # 2 away. Her mother misses Edward, the brother that is a monk, and so the family goes to visit him at the monastery after her mother miscarries her pregnancy. Catherine is inspired by the illuminated manuscripts, thinking her brother works in Paradise to be around so many pictures and scrolls. Catherine’s mother gives her a book of saint’s days to study holy living, which Catherine uses to name the days of her journal for the rest of the novel. The family visits a neighboring castle on the way home briefly, where Catherine sees her best friend Lady Aelis, a girl from a more highborn family than Catherine’s.George, Catherine’s uncle then arrives home from the crusades, bringing with him wondrous stories and dried oranges from the warmer climate. Catherine gushes about her exciting young uncle to Aelis and inadvertently sets up the second major conflict of the novel: Aelis and George’s doomed love and Catherine’s blind jealousy.

**Activities:** Writer’s Forum - Stereotyping

Daily Life in Catherine, Called Birdy or a Year in the Life of Catherine: Fall

**Writer’s Forum: Stereotyping and Prejudice**

Have you ever looked at someone who was dressed a certain way, or who lived in a particular area of town, or who had a certain group of friends or an accent, or who always earned good or poor grades…and assumed something about that person’s life or personality? Maybe this has happened to you. This is called stereotyping and is often the basis of prejudice.

An early example of this in the novel Catherine, Called Birdy occurs in the assumptions of Birdy that the Jewish people are somehow not the same as the other English people. Her family, especially her father, believes or assumes negative things because he doesn’t want to get to know them personally. When people stereotype this way, they disregard the uniqueness of each human.

Birdy has an entry where she describes her mother’s fear and her father’s assumptions that the Jews are having dealings with the devil. Birdy decides she’ll try to see them communicating with the devil and instead finds out that they are merely people who are poor, hungry and exhausted, trying to flee to safety after having been exiled by the king. At this point, Birdy realizes that these people are no different from her, and that they all have similar problems and concerns. This leads to friendliness between her and the old woman, who continues to talk with her and tell her stories.

Explain why you think stereotyping leads to conflicts between people and groups of people. Use an experience you or someone close to you has had as an example of your explanation. This must be at least a half a page and use good punctuation and correct capitalization.

**Writer’s Forum: Stereotyping and Prejudice**

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Explain why you think stereotyping leads to conflicts between people and groups of people. Use an experience you or someone close to you has had as an example of your explanation. This must be at least a half a page and use good punctuation and correct capitalization.

**November 1290**

**Student Directives:**

For each date listed below, describe the different ways Catherine tries to irritate Aelis and George or interfere with their relationship.

8th of November: Catherine puts a toad in George’s bed.

14th of November

15th of November

27th of November

28th of November

Which if any was effective? Tell what finally happens to stand in the way of their love.

**Vocabulary**:

Martyr: someone who has died for their religious beliefs (noun)

Deliverance: a rescue from something (noun)

Onlooker: someone who is watching something

Abbey: a religious facility where monks live and work

**Summary**:

November begins with the feast of All Soul’s and the threat of Robert’s return. Catherine continues her pranks and her “doctoring” and the affair between Aelis and George heats up. Catherine becomes more and more jealous, stooping to putting a toad in George’s bed, then trying to think of a spell to ruin their relationship, and finally cursing them and throwing dirt at them on a walk because she hates to be on the outside of their happiness. Aelis’s father refuses to allow her to marry George because he is a younger son with no land and no title. She also reveals that she won’t be bathing until Spring. Catherine’s mother tells her about how she met Catherine’s father when they were both 15 and he was a stubborn and exciting knight. Catherine herself still loathes the idea of getting married. However, there is still some celebrating as Catherine’s Name Day goes by. The get her a gigantic cake shaped like spiked wheel and lots of interesting feudal delicacies.

**November Student Activity:**

Read the excerpts from Wikipedia regarding Name Day feasts.

**Name days**

*Main article:* [*Name day*](http://en.wikipedia.org/wiki/Name_day)

In some historically Roman Catholic and [Eastern Orthodox](http://en.wikipedia.org/wiki/Eastern_Orthodox_Church) countries such as Italy, Spain, France, parts of Germany, Poland, Russia, Romania, Bulgaria, Serbia, Slovakia, Czech Republic, Hungary, Greece, Lithuania, Latvia, and throughout South America, it is common to have a '[name day](http://en.wikipedia.org/wiki/Name_day)'/'Saint's day'. It is celebrated in much the same way as a birthday, but is held on the official day of a saint with the same Christian name as the birthday person; the difference being that one may look up a person's name day in a calendar, or easily remember common name days (for example, *John* or *Mary*); however in pious traditions, the two were often made to concur by giving a newborn the name of a saint celebrated on its birthday, or even the name of a feast, for example, *Noel* or *Pascal* (French for Christmas and "of Easter"); as another example, [Togliatti](http://en.wikipedia.org/wiki/Palmiro_Togliatti) got *Palmiro* as his first name because he was born on [Palm Sunday](http://en.wikipedia.org/wiki/Palm_Sunday).

Examples: *Name days in Croatia and Czech Republic*

In [Croatia](http://en.wikipedia.org/wiki/Croatia), name day is a day corresponding to a date in the Catholic calendar when the respective [saint's day](http://en.wikipedia.org/wiki/Calendar_of_saints) is celebrated. Even though celebration of the name day is less usual than celebrating birthday, the name day is more often congratulated by broader number of acquaintances. This is due to the fact that the date of birth is seldom known and the person's name is known to many.

In the Czech Republic, each day of the year corresponds to a personal name (or several names). People celebrate their name day (on the date corresponding to their own given name.

Name days are commonly of less importance than birthdays to Czech people. However, name day celebrations can be, and often are, held together

In the past, by law, parents were not allowed to choose with friends or co-workers of the same name and in this way it can grow in size and importance. This has changed, although it is still common to choose the name from the name day "calendar" and any highly unusual name has to be approved by a special office. The original list was the Roman Catholic calendar of saints, but changes have been made to reflect the present-day usage of names.

**Synthesize**: What are name days and how were they celebrated? How does Catherine celebrate her name day?

List all of the foods eaten on page 55, then draw a picture of the feast and the celebration.

**December**

**Vocabulary**:

Shriek 59

Procession 61

Disgrace 67

**Activity: Begin Persuasive Essay - Prompt: is Catherine an unusual woman for the Middle Ages? Provide background info on women’s roles in medieval times.**

**Writing grabbers**

**Summary**:

Catherine sees a funeral procession, and is saddened to realize that the queen herself has died. Further bad news comes with George drinking away his heartbreak and Aelis being sent to court. All of the Jews are officially exiled from England.

She chases off another suitor by getting him to ask her father for a larger dowry. Meanwhile, the abominable Robert returns for Christmas, which is celebrated with a lot of feasting and Perkin being celebrated as the Lord of Misrule.

**January**:

**Vocabulary**:

Gruesome 81

Sustained 80

Excessive 80

Putrid 80

**Activity**: **Continue Persuasive Essay**

**Silent debate on topic of choice to practice counterarguments**

**Handout on counterarguments**

**Summary**:

As the 12 Days of Christmas are continuously celebrated into the New Year, Aelis is married – in name only – to a 7-yr-old duke and George is so depressed he leaves the castle. Another suitor is scared away, although this time it is accidentally by her father. There is a great freeze and one of the castle boys goes missing, only to be found later in a shed, having gone looking for eggs since the castle is stuck eating pickeled and dried things all winter. They have a couple monks on their way to Rome to find relics for the local abbey stay with them, and Birdy tries to teach Perkin Latin.

**February:**

**Vocabulary**:

Penance 103

Brawling 98

Grievous 97

**Activity**: **Continue Persuasive Essay, focus on explaining evidence and writing conclusions**

**Summary:**

Birdy’s father tries to arrange yet another marriage. This time she lights the privy on fire while Fulk, the suitor, is in it. She thinks her dog is possessed and spends time trying to find a cure only to find out that the problem was something stuck in its ear. Her mother finds out she is pregnant again, and Birdy notices that even though it is still winter, spring must be in the air because most of the servants have started pairing up, including her own friend, Meg. They go to visit Aelis in her castle, huge in comparison to their own, much louder with so many more knights and people inside, and also much more important. The king’s cousin stops by to visit, the lady Joanna, who notices Birdy’s independent spirit and tells her, “You are lucky you have wings, but you must learn to master them,” (105). She also explains how being rich and powerful still does not excuse her from duty. Catherine then is called home for her brother Robert’s wedding to his pregnant 12-year-old betrothed. During the wedding feast she is seated beside a particularly offensive old lord whom she hates but who also has a son. Her father questions her about the man afterwards and Catherine fears she is going to be betrothed to this horrible Shaggy Beard’s son.

**March:**

**Vocabulary:**

**Eloquent 119**

**Condemning 119**

**Generosity 119**

**Activity: Begin Medieval Magazine Project research**

**Summary:**

The weather is starting to warm up, with fleas and rain, and the observance of Lent in the background. Birdy meets the daughter of another lord who is everything Birdy is not, and everything she should be: ladylike, quiet, modest, etc. Birdy argues with her about women’s roles, with Agnes telling her that, “One tongue is enough for two women,” (116). Catherine’s family is fostering a boy named Geoffrey, near her age, and Catherine is obsessed with him – her first real crush – but he refuses to look at her. She is then horrified to find out that Shaggy Beard has in fact asked for a betrothal, but with himself not his son. Nothing she can do will change her father’s mind and this time she can’t get rid of Shaggy Beard by being disgusting, he himself being so gross. Birdy’s mother is so impressed by his title and land that she is also going along with it. They celebrate the New Year on the 25th day of March. Birdy hears a story about a young, ‘nut-brown’ girl who falls in love with an outlaw and decides to go to live with him in the forest. Birdy cries to hear the story and is even more upset when Meg and the baker’s son decide they will get married too because she hates Shaggy Beard and wishes she could run away to the forest with Geoffrey.

**April:**

**Vocabulary:**

**Hermit 130**

**Weary 131**

**Heedlessly 141**

**Foster 141**

**Activity: Medieval Magazine Project**

**Summary:**

Holy Week starts with Palm Sunday and Birdy stalking her crush, Geoffrey, around the castle. She is disappointed when she looks him in the eyes for the first time, however, because he reminds her of her hated brother, Robert. She realizes she will never get to be with him, like the maid and the outlaw, and that she still has to marry the Shaggy Beard. She is even more upset when Shaggy Beard himself arrives to work out the dowry and marriage contract details, deciding how much Birdy is worth. Meanwhile, they celebrate Easter by parading a coffin to represent the Lord around the castle. George arrives with his new wife, the rich-but-crazy Ethelfritha. She is very sweet and gentle, but goes away from reality from time to time. Aelis tries to see George, but he refuses. When Birdy asks about the marriage contract, her father gets furious, leaving her hoping that perhaps the contract negotiations went badly.

**May**:

**Vocabulary**:

Expelled 151

Inhabited 151

**Activity**: **Medieval Magazine Project research**

**Summary**:

The castle celebrates May Day with a Maypole and lots of dancing. Shaggy Beard’s people come again to barter the marriage deal, but Catherine’s mother is still sick due to her pregnancy, and asks that the marriage be postponed until after the baby is born. Catherine gets more ladylessons and despairs of ever being free of Shaggy Beard. And it rains for days.

**June:**

**Vocabulary**:

humors (as in balancing the humors of the body), p 158

guilds 159

bristling 162

**Activity**:

Animal Metaphors in CCB (hard copy only)

**Writer’s Response:**

Catherine helps an ant to live on p. 156, saying it looks like, “She carried a burden fit to crush her,” (156). What burden does Catherine carry and how does she feel it is crushing her/affecting her life?

**Summary**:

Summer begins with the death of Robert’s child bride, Agnes. Her family goes to a fair in Lincoln for new cloth and it is very exciting: full of merchant’s booths, foods, even a tooth-puller and a man in the stocks. When they return, Meg and the baker’s son are betrothed, but waiting for a cottage. Then Perkin’s granny dies and Catherine decides Meg and Alf should have her cottage. To convince her father to okay the move, she has to promise to consider consenting to marry Shaggy Beard. Meg and Alf move in and Perkin decides to spend most of his time in the meadow with the goats or sharing the space with Meg and Alf until he leaves to be a scholar.

**July**:

**Vocabulary**:

Harrowing 171 Missionaries 177

Relics 178 Procession 180

**Activity**: Tie in with the beginning of **humanism** – modern thought, questioning of Church norms, and classical education

**Summary**:

Meg and Alf marry, immediately after which Catherine decides she will never consent and forcing her father to declare she will have no choice. Catherine’s mother explains that it will be Catherine’s own attitude that will decide her happiness in the future. In the middle of the month, Aelis visits with the news that her child husband has died and she is free. George and Ethelfritha also visit, and Catherine is pleased – although still a little jealous – to see that George seems to be becoming happy again and that he actually cares for Ethelfritha, even with her sporadic madness. Two monks return, carrying relics of dead saints from Rome and Catherine has serious doubts about the validity of both the relics and the many saints she’s encountered in her saint’s book, noting especially that the books seems in favor of men.

**August**

**Vocabulary**:

Bowed/hunched 181

Putrid 182

Dispirited/dejected 187

Menagerie 188

**Activity: Character Growth in CCB**

**Summary**:

Birdy’s mother is near her time and sends Birdy to the Bartelmas Fair without her. A dancing bear is performing badly at the fair so its owner decides to host a bear-baiting. (Pics available online). Catherine is horrified, seeing herself in the mistreated and captive animal. She makes a rash and/or brave decision: she will save the bear by buying it from the owner. To do so she must use the money Shaggy Beard sent her as a gift, but accepting the gift means she has finally accepted the reality of Shaggy Beard. Her formerly-abominable Robert comes to her aid by finding the bear a place to live at an abbey that has a menagerie where it will be safe. Birdy has to question her previous judgments about Robert.

**September**

**Vocabulary**:

Baptized 192

Obligations 199

Deliverance 201

**Activity**: Author’s Perspective in CCB (End of Document), Present Medieval Magazines

Summary: Catherine’s baby sister is born. Both the baby and more so her mother are touch-and-go for awhile there, but both pull through and the baby is named Eleanor. Aelis visits again with exciting plans to marry Robert, Catherine’s abominable brother. Catherine is at first happy to have a friend in the same miserable state of forced marriage and then shocked to find out it was Aelis’s idea because she actually likes Robert. Catherine becomes desperate about the impending marriage and decides to run away to her aunt Ethelfritha. She and Ethelfritha try to plan several implausible and fantastical ways for Birdy to escape, when she has a revelation. She realizes that she cannot escape her life as she has wanted to do the whole book. She finally understands what the Jewish woman was saying when she told her she must be Catherine, and sees something of herself in the plight of the Jews: she too must be at home even in “exile” and find that peace, happiness and strength in herself rather than her situation. Accepting her fate she returns home to marry Shaggy Beard the next day. She is greeted at home with furious and relieved family and receives the very best news of her life. Shaggy Beard has died in a tavern brawl over a girl. His son Stephen, younger and educated, has offered to take his place. With one month until her new marriage, Catherine closes her year full of hope and possibilities.

Author’s Purpose and Perspective in CCB

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Author’s Purpose and Perspective: The author’s *purpose* is *why and how* the text was written. It can be the main purpose for the selections or the author’s reasons for including elements within the text. The author’s *perspective* is how the *author feels* about the subject.

1. Recognizing the author’s purpose can help readers understand the author’s perspective.

Do you think this novel was mainly written to entertain or to inform about a topic? Why?

1. Authors may use different text structures depending on their purpose. To you, what is the MOST LIKELY reason the author chose to structure the novel like a diary or journal?
2. Authors who write mainly to teach, inform or explain give readers facts about a topic. Karen Cushman says in her bio page, “I grew tired of hearing about kings, princes, generals, and presidents. I wanted to know what life was like for ordinary young people in other times.”
   1. According to her quote, what is the author’s main purpose for writing this novel?
   2. How does Cushman help readers better understand daily life in the Middle Ages? How does she let you know about different aspects of daily life?
3. What does the author mean when she writes: “You are lucky you have wings, but you must learn to master them,” (105)?
4. Reading the statement below, do you think the author agrees with Agnes or with Catherine? How does the author let you see her own perspective?

“Agnes pointed her nose at me, ‘One tongue is enough for two women.’ I pushed her and she sat in the eel pie,” (116).

1. Why does the author include the scene with Old William saying, “In the illimitable sweep of time, what will it signify? What will you signify?” (141)? What is the purpose of this advice? Think about the larger plot of the novel.

Character Growth in CCB

C:\Documents and Settings\sbohn\Local Settings\Temporary Internet Files\Content.IE5\QT2EB9RK\MC900412486[1].wmfA good protagonist will grow and change in the course of a novel. Catherine starts out the novel at once declaring her independence and her stubbornness. Through the course of the novel, we find she is also very sensitive and very self-centered.

Use the chart below to show Catherine’s growth, or lack thereof, in these areas.

Fill in each box with a quote demonstrating her behavior at the beginning and then at the end.

|  |  |  |
| --- | --- | --- |
| Character Trait | First Half of Novel | Second Half of Novel |
| Independence | Pg \_\_\_\_\_\_ | Pg\_\_\_\_\_\_ |
| Stubbornness |  |  |
| Sensitivity |  |  |
| Self-Centeredness |  |  |

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Conclusion: Catherine has grown in the following areas:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Is she, as Edward had hoped, more observant, thoughtful and learned? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Catherine’s First Suitor: Master Lack Wit**

Use the description on **page 7** to give details about **Master Lack Wit**.

Height

Coloring

Eyes

Chin

Hair

Clothes

Voice

Use the description on **page 8** to give details about how **Catherine** dresses and acts to get rid of him.

Nose

Teeth

Hair

Actions

Use the back of this page to draw a sketch of the scene, using all of the details you recorded above.

**Catherine’s Suitors:** Master Lack-Wit (7), Fire Eyes (68), the Flabby Fulk (92), and Shaggy Beard (109)

Sketch each suitor using the description provided on the above pages.

**A Year in the Life of Catherine: Fall: In the novel, Birdy describes daily life in the Middle Ages in great detail. You will be responsible for summarizing the key events that happen to Birdy over the course of each of the four seasons, as well as information about daily life.**

1. **Daily activities or chores for an occupation or social status (peasant, lady, monk, minstrel, Knight, etc) d`escribed in this section. Give page numbers.**

\* Job title?

\*Who can do this job and where?

\*What skills or materials are used or needed?

\*How common does this seem to be?

\*How old does a person have to be to do this job?

1. **Describe a Festival, Holiday or Special Occasion**

\* Name of Festival?

\*Time of year?

\*What is being celebrated?

\*How is this festival celebrated? Include food, guests, activities, etc….

1. **Describe the process of making something or doing a chore described in the novel**

**(paper/skins, ink, cloth, a new outhouse, a medicinal cure, etc)**

\* What is being made or being done?

\*What materials are needed?

\*What are the steps involved in making this or doing this chore?

\*How successful are the results?

\

**A Year in the Life of Catherine: Winter: In the novel, Birdy describes daily life in the Middle Ages in great detail. You will be responsible for summarizing the key events that happen to Birdy over the course of each of the four seasons, as well as information about daily life.**

1. **Daily activities or chores for an occupation or social status (peasant, lady, monk, minstrel, Knight, etc) d`escribed in this section. Give page numbers.**

\* Job title?

\*Who can do this job and where?

\*What skills or materials are used or needed?

\*How common does this seem to be?

\*How old does a person have to be to do this job?

1. **Describe a Festival, Holiday or Special Occasion**

\* Name of Festival?

\*Time of year?

\*What is being celebrated?

\*How is this festival celebrated? Include food, guests, activities, etc….

1. **Describe the process of making something or doing a chore described in the novel**

**(paper/skins, ink, cloth, a new outhouse, a medicinal cure, etc)**

\* What is being made or being done?

\*What materials are needed?

\*What are the steps involved in making this or doing this chore?

\*How successful are the results?

\

**A Year in the Life of Catherine: Spring: In the novel, Birdy describes daily life in the Middle Ages in great detail. You will be responsible for summarizing the key events that happen to Birdy over the course of each of the four seasons, as well as information about daily life.**

1. **Daily activities or chores for an occupation or social status (peasant, lady, monk, minstrel, Knight, etc) d`escribed in this section. Give page numbers.**

\* Job title?

\*Who can do this job and where?

\*What skills or materials are used or needed?

\*How common does this seem to be?

\*How old does a person have to be to do this job?

1. **Describe a Festival, Holiday or Special Occasion**

\* Name of Festival?

\*Time of year?

\*What is being celebrated?

\*How is this festival celebrated? Include food, guests, activities, etc….

1. **Describe the process of making something or doing a chore described in the novel**

**(paper/skins, ink, cloth, a new outhouse, a medicinal cure, etc)**

\* What is being made or being done?

\*What materials are needed?

\*What are the steps involved in making this or doing this chore?

\*How successful are the results?

\

**A Year in the Life of Catherine: Summer: In the novel, Birdy describes daily life in the Middle Ages in great detail. You will be responsible for summarizing the key events that happen to Birdy over the course of each of the four seasons, as well as information about daily life.**

1. **Daily activities or chores for an occupation or social status (peasant, lady, monk, minstrel, Knight, etc) d`escribed in this section. Give page numbers.**

\* Job title?

\*Who can do this job and where?

\*What skills or materials are used or needed?

\*How common does this seem to be?

\*How old does a person have to be to do this job?

1. **Describe a Festival, Holiday or Special Occasion**

\* Name of Festival?

\*Time of year?

\*What is being celebrated?

\*How is this festival celebrated? Include food, guests, activities, etc….

1. **Describe the process of making something or doing a chore described in the novel**

**(paper/skins, ink, cloth, a new outhouse, a medicinal cure, etc)**

\* What is being made or being done?

\*What materials are needed?

\*What are the steps involved in making this or doing this chore?

\*How successful are the results?

\

**Medieval Medicine**

Use your close reading skills to what Medieval People Believed about medicine and health!

**Step** 1: **Fill in the chart below.**

|  |  |  |
| --- | --- | --- |
| Page # in the Novel | Physical, Emotional or Supersitious Problem | Cure |
| 10 |  |  |
| 13 |  |  |
| 25 |  |  |
| 42 |  |  |
| 43 |  |  |
| 45 |  |  |
| 48 |  |  |

**Step 2: Infer**

1. Looking at the cures used by Catherine, what statement can you make about medicine in the Middle Ages?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does it seem like medicine was based on observing evidence or on magical thinking? How can you tell?

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**Medieval Medicine**

Use your close reading skills to what Medieval People Believed about medicine and health!

**Step** 1: **Fill in the chart below.**

|  |  |  |
| --- | --- | --- |
| Page # in Novel | Physical, Emotional, or Superstitious Problem | Cure |
| 10 | Windy bowels | Tonic of cumin and anise |
| 13 | Inflammation in the eyes, boils | Garlic and goose grease |
| 25 | Mother loses baby | Vinegar, garlic and mint |
| 42 | Sad about George and Aelis | Wormwood cordial |
| 43 | Witches | Hazel branches on doors |
| 45 | Blotches | Bath in the lake |
| 49 | Head ache | Ground flower root |

**Step 2: Infer**

1. Looking at the cures used by Catherine, what statement can you make about medicine in the Middle Ages?

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1. Does it seem like medicine was based on observing evidence or on magical thinking? How can you tell?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Catherine Reading Logs**: On Your Own Paper!

**Step 1**: Write a summary in5-7 sentences of what happens to Birdy in this season (main events only).

**Step 2**: Decide which event had the most importance for Birdy. Describe the event in more detail and explain how it affected her.

**Catherine Reading Logs**: On Your Own Paper!

**Step 1**: Write a summary in5-7 sentences of what happens to Birdy in this season (main events only).

**Step 2**: Decide which event had the most importance for Birdy. Describe the event in more detail and explain how it affected her.

**Catherine Reading Logs**: On Your Own Paper!

**Step 1**: Write a summary in5-7 sentences of what happens to Birdy in this season (main events only).

**Step 2**: Decide which event had the most importance for Birdy. Describe the event in more detail and explain how it affected her.

**Compare and Contrast Daily Life**

The lives of people in the Middle Ages were similar in some ways, however, they have many differences. Using the page numbers listed below, write 3 passages in each column from the book that show differences and similarites between the nobles and the villagers.

**Pages**: 32, 35, 120, 123, 136, 140, 145, 148, 128, 133, 137

**Characters** to look at: Gerd the Miller’s son, Jon Swann, Perkin, Steward, Meg, Aelis, George, Birdy, Birdy’s father

|  |  |  |
| --- | --- | --- |
| Nobels Only (Differences) | Both Nobles and Peasants/Villagers | Villagers Only (Differences) |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

**Metaphors**

Catherine uses birds as metaphors for the main people in her life.

1. Use the chart to fill in the relationship between Catherine and the other characters.
2. Write the name of the character below and what qualities you think they have in common with the bird. Be convincing! I will tell you the answers at the end.

|  |  |  |
| --- | --- | --- |
| 1. MOTHER IS THE MOTHER | 1. SIR ROLLO IS   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. ROBERT IS   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. EDWARD IS   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **CATHERINE** | 1. MORWENNA IS   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. AELIS IS   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. PERKIN IS   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | WRITE THE RELATIONSHIP TO CATHERINE ON THE BLANK LINE! |

1. SWAN:C:\Documents and Settings\sbohn\Local Settings\Temporary Internet Files\Content.IE5\TM5RQK3Q\MC900356117[1].wmf\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. ROOSTER: C:\Documents and Settings\sbohn\Local Settings\Temporary Internet Files\Content.IE5\9YBJD2TM\MC900326462[1].wmf\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. HERON: C:\Documents and Settings\sbohn\Local Settings\Temporary Internet Files\Content.IE5\R0P9PPAK\MC900030489[1].wmf\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. FALCON: C:\Documents and Settings\sbohn\Local Settings\Temporary Internet Files\Content.IE5\ZVBM1ZJP\MC900001635[1].wmf\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. DOVE AND HAWK: C:\Documents and Settings\sbohn\Local Settings\Temporary Internet Files\Content.IE5\R0P9PPAK\MC900366594[1].wmfC:\Documents and Settings\sbohn\Local Settings\Temporary Internet Files\Content.IE5\ZVBM1ZJP\MC900057358[1].wmf\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. NUTHATCH: [](http://www.google.com/imgres?um=1&safe=active&sa=N&rls=com.microsoft:en-us:IE-SearchBox&hl=en&tbm=isch&tbnid=cAecJnoeGWWOWM:&imgrefurl=http://www.astutegraphics.com/blog/sketching-british-birds-with-the-dynamic-sketch-tool/&docid=GjmymDXW8EZsMM&imgurl=http://www.astutegraphics.com/images/blog/tutorials/british_bird_sketches_29_mar_2012/02.png&w=450&h=530&ei=vDLYUp3cNc_1oAS9y4GIBQ&zoom=1&iact=rc&dur=844&page=2&start=10&ndsp=14&ved=0CIUBEK0DMA8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. GOOSE: C:\Documents and Settings\sbohn\Local Settings\Temporary Internet Files\Content.IE5\R0P9PPAK\MC900030679[1].wmf\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. BUZZARD: C:\Documents and Settings\sbohn\Local Settings\Temporary Internet Files\Content.IE5\1X6GWOLJ\MC900030493[1].wmf \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Nouns and Adjective Practice**

Underline all of the nouns in GREEN.

Then circle the associated adjectives in PURPLE.

Draw an arrow from the adjective to the noun it is describing.

1. The hall was overstuffed today for the Christmas feast.
2. We ate, of course, boar’s head.
3. We also had herring pie, fried milk, onion and mustard omelette, turnip soup, and hardboiled eggs.
4. The hall is full of sleeping bodies tonight.
5. I do not know where to get dragon dung.
6. The wretched day grew worse still, for on our way home we saw a funeral procession ride down the road toward London.
7. The only sound was the thud of the horses’ hooves on the wet ground.
8. He lost his way back to his cottage in the storm and took shelter in an old shed, which was soon covered in drifting snow.

Write an appropriate adjective in the blank. Underline the noun it is describing in GREEN.

1. Her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_husband is still in his mother’s care.
2. He was sneaking back to his cottage from our \_\_\_\_\_\_\_\_\_\_\_\_ house with his shirt stuffed with eggs.
3. Hoping to make \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fulk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by filling the privy with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_smoke, I set afire a mound of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hay nearby.
4. Just before dinner we found Roger Moreton lying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ rushes near the buttery. He sustained a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ injury in the fight and lay untended all night while we slept.

**Introductory Activities**

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C:\Documents and Settings\sbohn\Local Settings\Temporary Internet Files\Content.IE5\3IPKI0PG\MC900415196[1].wmfC:\Documents and Settings\sbohn\Local Settings\Temporary Internet Files\Content.IE5\U5EDBFW2\MC900239011[1].wmfC:\Documents and Settings\sbohn\Local Settings\Temporary Internet Files\Content.IE5\U5EDBFW2\MC900389336[1].wmf

1. Looking at the above objects, make a prediction about the plot of the novel. What do you think this book is about?
2. Preview Topic further with castles and knights bookwalk and ABC chart.

Students have one minute with each book to fill in the ABC’s of Feudal Europe.

1. Preview vocabulary from first few pages, especially with low-levels:
   1. Spinning, embroidery, parchment, privy, ale-head
   2. YouTube clip of how parchment is made: <http://www.youtube.com/watch?v=2-SpLPFaRd0>
2. Thematic Overview/ QuickWrite

How do we form our identities?

How does what others think about you affect how you think about yourself?

How is identity shaped by relationships and experiences?

What can you learn about yourself by studying the lives of others?

When should an individual take a stand in opposition to an individual or larger group?

1. Introduction to the confused language of the times and of course the backwards way of talking in the novel as the author attempts to account for the difference in the English language from the Middle Ages through until today.
   1. The path of English:
      1. Germanic tribes (Angles): bright, dark / salt, meat / mouth, lip / dog, horse / plant, seed (look at page 380 in the blue Writing Bks)
      2. Latin (Roman) conquest\
      3. French (more Latin) conquest
      4. Some random stuff from Spanish, Native American, Scandinavian, Arabic and African!
2. Reflection: What do you want in a mate?
   1. Looks
   2. Personality traits
   3. Skills/Job
   4. Other

Persuasive Essay Outline: Did the journal achieve the goal of helping Catherine mature?