

# MIDDLE AGES

# ESCAPE ROOM

A. Yellow Fever  
B. Scarlet Fever  
C. Red Death  
D. Black Death

6 What knowledge did the Crusaders bring back from the Middle East?

A. Medicine  
B. Science  
C. Education  
D. All of the above

How many times you used each letter answer (ABCD) to solve the 4-digit code and record it on your answer sheet.

2310	3012
J	N

happened MINUS 470.

The FIRST number of the lock is the speed that Viking longships could reach MINUS 16.

The THIRD number of the lock is the year the Bubonic Plague began MINUS 1347.

Once you determine the 4-digit code, decide if the code uses all EVEN #s, all ODD #s or a combination of both.

ALL EVEN	ALL ODD	COMBO
J	K	P

read 5 bishop 7 90%  
6 draw 8 12%  
9

The \_\_\_ was the powerful, and sometimes rich, leader of the church in the kingdom. The church leaders knew how to while most other people did not, making them even more powerful.

Lords and knights ran the manors and castles alongside their Ladies (wives). After the knights, people like farmers, merchants, and craftsmen made up the next tier. These people were important because they had goods to sell and trade.

Below the farmers, merchants, and craftsmen were the peasants or \_\_\_ who were farm laborers, shop workers, servants, and societal outcasts. They were the largest population and often worked the hardest, dirtiest jobs. Around \_\_\_ of the population were peasants or serfs.

Once you determine the 4-digit code, decide if the code uses all EVEN #s, all ODD #s or a combination of both.

ALL EVEN	ALL ODD	COMBO
B	M	M

**STATION 2: PARAGRAPHS**

First, number ALL the paragraphs on your reading passage. Then, read each statement below and determine which paragraph NUMBER the statement can be found in. Paragraph numbers MAY be used more than one time or not at all. Use the directions below to reveal the 4-digit code and let the door open.

A The Islamic church was more powerful in the Middle Ages than even the Catholic church was in Europe.

B Lords and knights ran the manors and castles alongside their Ladies (wives).

C The Middle Ages, or Medieval Period in Europe was the years of 476 and the early 14th century.

D If they were unable to provide soldiers, they were called shield money.

**STATION 3: TRUE OR FALSE**

Read each statement below and determine if it is true or false. If the statement is true, color the coin on YOUR answer sheet that corresponds with that question. If the statement is false, cross out that coin value. When you are finished add the TOTAL of ALL TRUE coin values to reveal your letter clue. One digit of the code has been provided for you. If the total is 625, a 6 would go in the first box, the 2 in the second box and so on.

A 75	B 25	C 100	D 50	E 100	F 50
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**MIDDLE AGES**

The Middle Ages, or Medieval Period in Europe was between the year 476 and the early 14th century, or the 1300s. The fall of Rome in the year 476 and is when historians say the time period began. Historians don't like to call the Middle Ages end because it seems to imply the time frame is over. Instead, the Medieval Period is sometimes called the Middle Ages.

During the Medieval Period, technology, engineering, and science advanced. The Catholic church was a very powerful force in Europe. The Catholic church formed alliances with other powers and during this time the church was dominant in Europe.

**THINK TANK**

STATIONS ACTIVITY

# WHAT'S INCLUDED?

- ✓ READING PASSAGE
- ✓ 5 STATIONS
- ✓ TEACHER GUIDE
- ✓ ANSWER KEY
- ✓ STUDENT DIRECTIONS
- ✓ TEXT MARKING OPTION
- ✓ PROP SIGNS

## STATION 1: FILL IN THE BLANK

Use your reading passage to determine the missing words in the paragraph below. Each missing word has a corresponding NUMBER. The 4-digit code for this station will be the NUMBER for each missing word, in the same order in which they appear in the paragraph. Then, record the clue LETTER on your answer sheet.

## STATION 2: PARAGRAPHS

First, number ALL the paragraphs on your reading passage. Then, read each statement below and determine which paragraph NUMBER the statement can be found in. Paragraph numbers MAY be used more than one time or not at all. Follow the directions below to reveal the 4-digit code and letter clue.

## STATION 3: TRUE OR FALSE

Read each statement below and determine if it is true or false. If the statement is true, color the coin on YOUR answer sheet that corresponds with that question. If the statement is false, cross out that coin value. When you are finished add the TOTAL of ALL TRUE coin values to reveal your letter clue. One digit of the code has been provided for you. If the total is 625, a 6 would go in the first box, the 2 in the second box and so on.

## STATION 4: COMBINATION

Use your reading passage to determine the combination to the 4-digit lock for this station. You're going to have to use your critical thinking skills and do a tiny bit of math. Pay attention because the "clues" below are NOT in order. There is room on your answer sheet to do the math.

## STATION 5: MULTIPLE CHOICE

Answer each multiple-choice question below. Then, count the number of times you used each letter answer (ABCD) to reveal your 4-digit code. Letters may be used more than once or not at all. If a letter option is not used, put a zero in that box on your answer sheet.

## ANSWER RECORDING SHEET

Record your answers for each station on this sheet. Then, use the directions below to determine final 4-digit ALPHA code. Ex: HBDR

STATION CODES

LETTER CLUE

STATION 1	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	CODE
-----------	---	----------------------	----------------------	----------------------	----------------------	------

A	B	C	D	E	F	
---	---	---	---	---	---	--

STATION 2	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	CODE
-----------	---	----------------------	----------------------	----------------------	----------------------	------

# ENTER

1

2

3

## TEACHER DIRECTION

- 1 Print the reading passage found on [pages 5-6](#) for EACH (front and back).
- 2 Print the answer recording sheet on [page 12](#) for each student group of students.

RECAP: Print pages 5, 6, and 12 for students.

# STATION

# 5

# BLUE

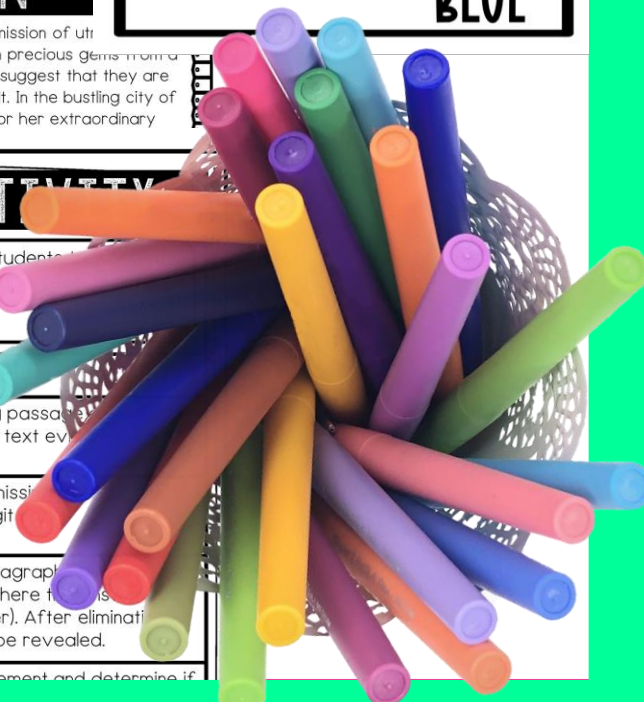
## THE MISSION

You have been assigned a top-secret mission of utmost importance. A notorious thief has stolen precious gems from a prominent lady, and intelligence reports suggest that they are hidden in a heavily guarded secret vault. In the bustling city of Oakville, Lady Victoria was renowned for her extraordinary

## ABOUT THIS ACTIVITY

The reading passage in this packet allows students to practice their comprehension skills after reading the passage. Students will be searching for evidence. Each station includes a question that will reveal a letter clue.

	OVERVIEW
READING PASSAGE	Students will use the reading passage at each station seeking answers and text evidence.
STATION 1	Students will determine the missing word in the paragraph to reveal a 4-digit code.
STATION 2	Students will number the paragraphs in the reading passage to determine where the missing words can be found (paragraph number). After eliminating the incorrect numbers, a 4-digit code will be revealed.
STATION 3	Students will read each statement and determine if it is true or false.



# 5 STATIONS

## STATION 5: MULTIPLE CHOICE

Answer each multiple-choice question below. Then, count how many times you used each letter answer (ABCD) to reveal the code. Letters may be used more than once or not at all. If an option is not used, put an X in that box on your answer sheet.

1. What was the land king would loan to the Bubonic Plague was spreading on what animals?

A. Taiga  
B. Gar  
C. Fief  
D. None of the above

2. Who won the Bubonic Plague?

A. Muslims  
B. Persians  
C. Italians  
D. No one won

3. Which group of people had the most knowledge of the feudal system?

A. Clergy  
B. Merchants  
C. Serfs  
D. Barons

Count how many times you used each letter answer to determine the 4-digit code and record it on your answer sheet.

## ANSWER RECORDING SHEET

Record your answers for each station on this sheet. Then, use the directions below to determine final 4-digit ALPHA code. Ex: HBDR

STATION	STATION CODES	LETTER
STATION 1	→ [ ] [ ] [ ] [ ] [ ]	
STATION 2	A B C D E F	
STATION 3	→ [ ] [ ] [ ] [ ]	
STATION 4	→ [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	
STATION 5	→ [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	

Do your math in this area:

1 2 3 4 5 6

A# [ ] B# [ ] C# [ ] D# [ ]

## STATION 4: COMBINATION

Use your reading passage to determine the combination to the 4-digit lock for this station. You're going to have to use your critical thinking skills and do a tiny bit of math. Pay attention because the "clues" below are NOT in order. There is room on your answer sheet to do the math.

1. The LAST number of the lock is the number of years Europe's feudal system lasted. (NUS 891.)

2. The SECOND number of the lock is the year the fall of the Roman Empire occurred.

3. The THIRD number of the lock is the number of ships that sailed across the Atlantic Ocean.

4. The FOURTH number of the lock is the number of years the Crusades lasted.

Once you determine the 4-digit code, decide if the code uses all EVEN #s, all ODD #s or a combination of both.

ALL EVEN    ALL ODD    COMBO

## STATION 1: FILL IN THE BLANKS

Use your reading passage to determine the missing word in each paragraph below. Each missing word has a corresponding NUMBER. The 4-digit code for this station will be the NUMBER of each missing word in the order in which they appear in the paragraph. The 4-digit code will be recorded on your answer sheet.

1. serfs    4. 40%    7. 90%

2. senator    5. bishop    8. merchant

3. read    6. draw    9. 12%

The \_\_\_\_\_ the church \_\_\_\_\_, but \_\_\_\_\_ knew how to use their power. \_\_\_\_\_ Lords of the manors \_\_\_\_\_ castles along with their Ladies \_\_\_\_\_ like farmers and merchants, \_\_\_\_\_ tier. These were important \_\_\_\_\_ and \_\_\_\_\_.

Below \_\_\_\_\_, \_\_\_\_\_ men were peasants or \_\_\_\_\_ shop workers, servants, and societal outcasts. They were the largest population and often worked the hardest, dirtiest jobs. \_\_\_\_\_ of the population were peasants or serfs.

Once you determine the 4-digit code, decide if it uses all EVEN #s, all ODD #s or a combination of both.

ALL EVEN    ALL ODD    COMBO

B    H    M

## STATION 3: TRUE OR FALSE

Read each statement below and determine if it is true or false. If the statement is true, color the coin on YOUR answer sheet that matches that question. If the statement is false, cross out that coin. Once you are finished coloring the coins, add up the TRUE coin values to determine the final 4-digit code. One digit of the code will be provided for you.

625, a 6 would be the first box, and the second box would be \_\_\_\_\_.

A 75    A. Everyone thought their true religion was the way of thinking.

B 25    B. The Bubonic Plague, or Black Death, began in \_\_\_\_\_.

C 50    C. \_\_\_\_\_ rats infested a European ship.

D 100    D. \_\_\_\_\_ near 1276.

E. \_\_\_\_\_, merchants, \_\_\_\_\_.

F. \_\_\_\_\_ have killed \_\_\_\_\_.

G. \_\_\_\_\_ continued \_\_\_\_\_.

H. The Medieval Period is sometimes called the Dark Ages.

After shading the coins on your answer sheet, add up the values of the TRUE statements to get the final total.

350    375    3

G    D

## STATION 2: PARAGRAPHS

First, number ALL the paragraphs on your reading passage. Then, read each statement below and determine which paragraph NUMBER the statement can be found in. Paragraph numbers MAY be used more than once or not at all. Follow the directions below to determine the 4-digit code and letter clue.

A The Islamic church was more powerful in the Middle East than the Catholic church was in Europe.

B Lords and knights lived in the manors and \_\_\_\_\_ alongside their Ladies (wives).

C The Middle Ages were a time of \_\_\_\_\_ between the years of \_\_\_\_\_.

D If they were \_\_\_\_\_, they would pay a tax called shield money.

E As Islam spread, the Catholic church in Europe felt threatened.

F Between the 800s and the 1000s, Vikings invaded much of Europe's land.

1. ELIMINATE the highest and lowest used paragraph numbers and record the remaining 4-digit code on your answer sheet. 2. Decide which paragraph number was NOT used as a CODE answer.

NO 5    NO 6    NO 3

L    C    W

# STATIONS

## ABOUT THIS ACTIVITY

The reading passage in this packet allows students to work on comprehension skills after reading the passage several times searching for evidence. Each station includes a 4-digit code that will reveal a letter clue.


### OVERVIEW

READING PASSAGE	Students will use the reading passage at EACH station seeking answers and text evidence.
STATION 1	Students will determine the missing words in the paragraph to reveal a 4-digit code.
STATION 2	Students will number the paragraphs and browse the passage to determine where the answers can be found (paragraph number). After eliminating numbers, a 4-digit code will be revealed.
STATION 3	Students will read each statement and determine if it is true or false. They will then ADD all TRUE values to find the 4-digit code.
STATION 4	Students will do some basic math here, read the passage to find the answers and then determine the 4 digit code.
STATION 5	Students will answer 6 multiple choice questions which lead them to a 4 digit code based on the number of times they used each "ABCD" answer.
TEXT MARKING	OPTIONAL: A color code chart is included in case you want students to mark the text, citing evidence of where they found their answers. (This will increase completion time)

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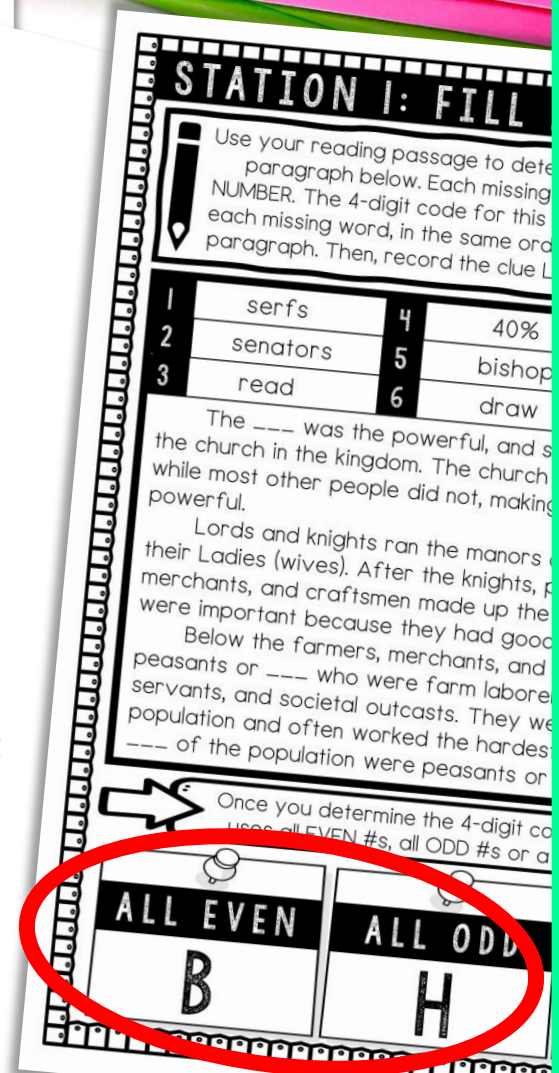
**STUDENTS WILL  
USE THE SAME  
READING  
PASSAGE AT  
EACH STATION  
SEEKING  
ANSWERS AND  
TEXT EVIDENCE.**

# HOW IT WORKS



## ENGAGING READING COMPREHENSION PRACTICE!

- 1 Students work individually (or in pairs) and visit 5 stations, answer questions, decipher a 4-digit code at each station and grab a "letter" clue for the final alpha code.
- 2 Students will answer the questions (found directly in the passage) on their own recording sheet. Students will have to revisit their reading passage several times at EACH station skimming for answers.



**STATION 1: FILL**

Use your reading passage to determine the missing word in each paragraph below. Each missing word is represented by a NUMBER. The 4-digit code for this station is: **4 5 6 4**. Write each missing word, in the same order as the numbers, in the same order as the numbers. Then, record the clue L

1	serfs	4	40%
2	senators	5	bishop
3	read	6	draw

The --- was the powerful, and so was the church in the kingdom. The church was powerful while most other people did not, making the church powerful.

Lords and knights ran the manors and their Ladies (wives). After the knights, farmers, merchants, and craftsmen made up the middle class. They were important because they had good land.

Below the farmers, merchants, and craftsmen were the peasants or --- who were farm laborers, servants, and societal outcasts. They were the poorest of the population and often worked the hardest.

--- of the population were peasants or laborers.

Once you determine the 4-digit code, use all EVEN #s, all ODD #s or a combination of both.

ALL EVEN	ALL ODD
B	H

# BENEFITS

- ✓ STATIONS AND MOVEMENT
- ✓ CLOSE READING
- ✓ COMPREHENSION SKILLS
- ✓ SECRET CODES
- ✓ CITING EVIDENCE
- ✓ CRITICAL THINKING
- ✓ PRINT AND GO
- ✓ ACTIVE LEARNING
- ✓ CROSS-CURRICULAR
- ✓ HIGHLY ENGAGING
- ✓ NO LOCKS NEEDED
- ✓ NO SILLY ENVELOPES TO STUFF
- ✓ NO ODD SHAPES TO CUT OUT



**Everything a teacher dreams of wrapped up into one FUN and engaging activity!**

# USE FOR:



**ANTICIPATORY SETS**



**UNIT REVIEW**



**EARLY FINISHERS**



**STATIONS**



**REWARD ACTIVITY**



**CENTERS**



**SUB PLANS**



**PARTNER WORK**



**ENRICHMENT**

