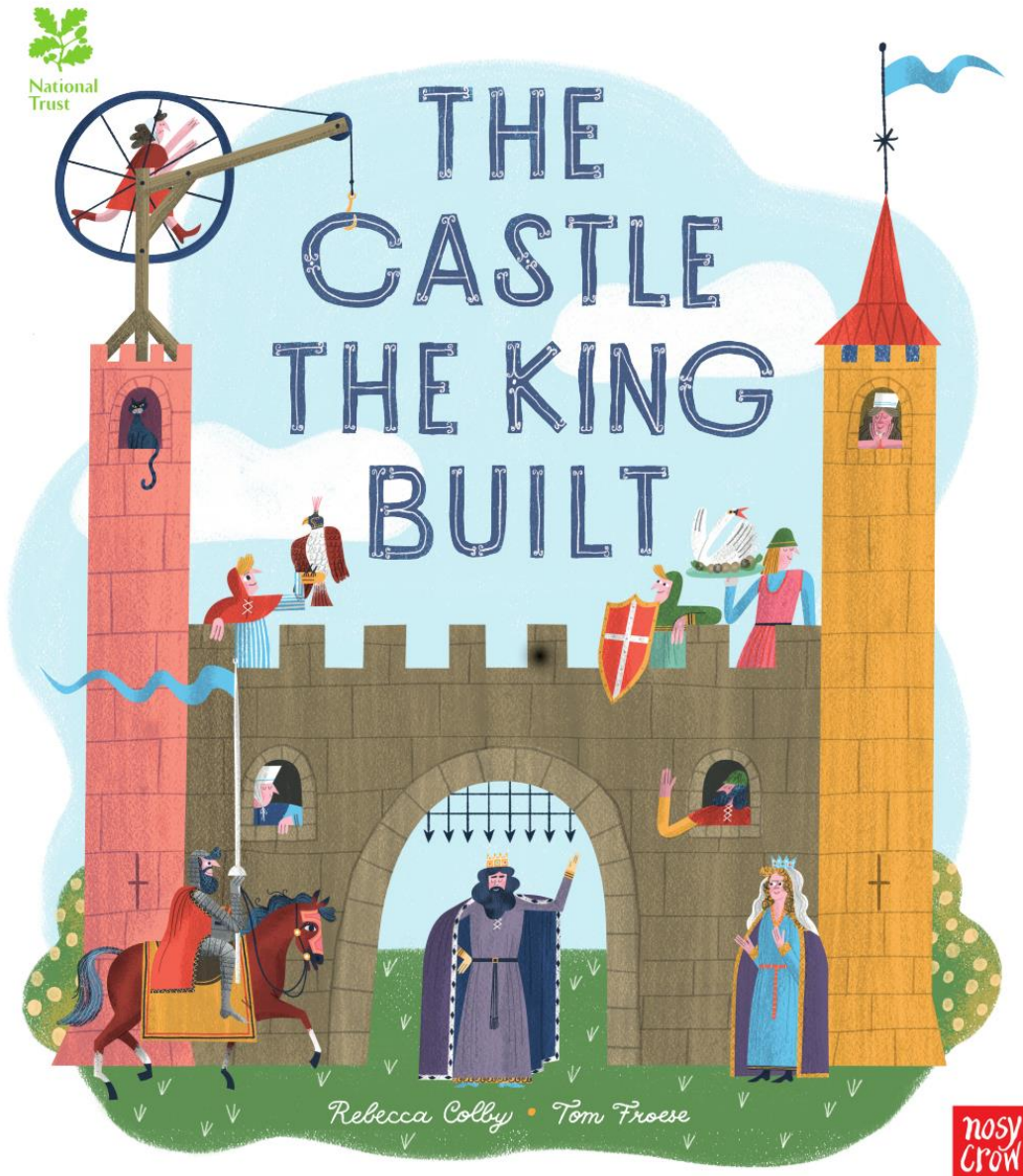


A Teacher's Guide to



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Published by Nosy Crow & The National Trust
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This guide is intended for children in Reception through Year 2.
(Or children in Kindergarten through Second Grade.)

The Castle The King Built

Find out exactly what goes on inside a medieval castle in this impeccably stylish picture book from the National Trust. How many people does it take to build a castle? And what exactly does each person do? Discover masons to merchants and bakers to blacksmiths in this unique take on the classic rhyme 'This is the House that Jack Built.' Explore what happens inside the castle the king built with striking retro artwork from illustrator, Tom Froese, and a carefully researched rollicking rhyme from author, Rebecca Colby.



About Rebecca Colby

Rebecca used to work at a 13th castle in France. While she didn't help build the castle, she did help people build their writing careers at the castle, by working as a screenwriting retreat manager.

When not writing books and screenplays, Rebecca loves to dance, walk and dream about owning her own castle. Visit her online at www.rebeccacolbybooks.com

About Tom Froese

Tom Froese is an award-winning illustrator, teacher, and speaker. He loves making images that make people happy. In his work, you will experience a flurry of joyful colours, spontaneous textures, and quirky shapes. Tom works from his home studio in the small village of Yarrow, about an hour's drive east of Vancouver. He lives with his wife, Amanda Froese, and two kids—and a funny cat named Blueberry. In his spare time, Tom loves to get outside and run. To see more of Tom's work visit www.tomfroese.com



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English Language Arts (ELA)

King and Queen of the Castle (pre-reading activity)

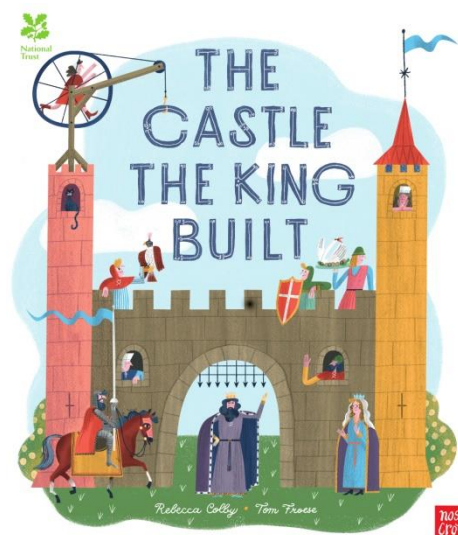
Children will sit in a circle. Ask them to answer the following questions as a group:

- Have you ever visited a castle?
- What do you know about castles?
- Who are the people who lived in castles?
- What was life like in a castle?
- Would you want to live in a castle?
- Would you want to be a King or a Queen?

Book Walk

Explore the book's cover.

- What is the title of this book?
- Who wrote the book? What is this person called?
- Who drew the pictures? What is this person called?
- Tell me more about the illustrations. Are they photographs? What do you think the illustrator used? Crayons? Coloured pencils? Paint?
- Who or what is the main character?



Read the back cover of the book.

- Who are the people on the back cover?
- How do you know?
- Why do you think they are saying that they "helped?"
- And what do you think they did to help?

Now read the book and answer the following questions.

- What is a person called who feeds the king's horses?
- What is a person called who cuts stone for a castle?
- What is a person called who fights for the king?
- What is a person called who plays music at a castle?
- Who built the castle?

Mystery Royal Rhyme Time

The Castle the King Built is written in rhyme. To introduce rhymes to your class, prepare a bag with a few mystery items. Reach in the bag and say, "This item rhymes with 'frog' and starts with /d/. Can you tell me what it is?" The children should raise their hands when they know the answer. Continue to pull mystery items out of the bag, giving the children clues.

King/ring
Queen/bean
hen/pen
cat/hat

mop/top
chair/bear
tree/key
wig/pig

tin/bin
bell/shell
snake/cake
dish/fish



Castle Glossary

A glossary is a brief dictionary of terms found in a book. Glossaries are usually alphabetised and generally found at the end of a book. In *The Castle the King Built*, the glossary depicts the different people who worked in castles. Next to each person, the character shares in speech bubbles what he did at the castle.

But in this case, the glossary items are not alphabetised. After reviewing alphabetical order, ask the children to alphabetise the items below:

Mason
Carpenter
Blacksmith
Groom
Knight
Merchant
Baker
Servant
Minstrel
King
Nurses
Laundry Maids

Mathematics

Castle Word Problems

1. The mason cut 3 stones. Then he cut 3 more. How many stones did he cut in total?
2. The groom fed 4 horses. Then he fed 5 more. How many horses did he feed all together?
3. There were 10 plates of food on the table at the King's feast. The servant removed 7 plates from the table. How many plates were left?
4. The merchant brought 9 carpets to the castle to sell. He sold 6 carpets. How many carpets remained?



Counting Coins for the King

Show children some real coins and discuss how much each one is worth. Divide the children into groups and ask them to sort their money into piles of same value coins. Then ask them to count the coins in ones, two, fives and/or tens and to record their results for the King.

Treasure Hunt

Ask all of the children to face the same direction in the classroom. Review the compass points North, South, East, West. Show the children a piece of the king's gold, or "treasure." Explain that his treasure will be hidden and that one of them will be chosen as a treasure hunter and asked to find it.

Ask the treasure hunter to leave the room, then choose another child to hide the treasure. The rest of the children will give out directions to the treasure hunter. When the treasure is found, choose a new treasure hunter and play the game again.

Once the children are comfortable with the main compass points, introduce Northeast, Northwest, Southeast, and Southwest. Continue playing the game with the additional compass points.

Science

Creating a Castle

Ask children to distinguish between some of the objects in the classroom and the materials from which they are made. Ask them to list some everyday materials, like wood, metal, glass, plastic, etc. Then, ask them to describe some of the physical properties of these materials. Discuss what materials a castle would have been made from. A list of possible items to discuss follow:

Castle walls
Doors
Rugs
Armour

Windows
Horseshoes
Beds
Crowns

Do the children know why these items were made from these particular materials?



History

Castle Features

Ask children if they know the names of some of the features of a castle. Ask them to list these features. Go over each feature in turn, showing pictures of them on the whiteboard and defining the features for the children, as well as going over their purpose.

Moat – A ditch that surrounded a castle. It was used as defence against an attack. Sometimes it would be filled with water.

Keep – The main tower of a castle, with the strongest and thickest walls.

Bailey – The outer wall of the castle.

Drawbridge – An entrance bridge to a castle that could be moved up and down.

Portcullis – A strong, heavy, grated gate at the entrance of a castle with pointed bars at the bottom.

Geography

Where's the Castle the King Built?

Ask children to list some names of castles. Do they know where the castles are located? If so, mark the castles on a map. A map of all UK castles can be found here: <http://www.uk-castles.co.uk/map.html>

If possible, visit a nearby castle.

Physical Education

King (or Queen) of the Castle, May I?

This game is a royal version of “Mother, May I?”

Ask the children to stand side-by-side in a line at one end of the room. Choose a King or Queen, who will stand at the other end of the room with his or her back to the other children. Explain that children will take it in turn to ask the King or Queen if they may move forward. Children may choose what to ask.

For example, “King (or Queen), may I _____?”

- Take 5 gallops forward on my horse
- Hop forward 4 times to your throne
- Twirl 3 times toward you

The King or Queen will either agree to the request or not. If the King or Queen do not agree, he or she must make an alternate suggestion for the child. The first child to reach the King or Queen is the winner.

Another version of the game, is to have all children move forward together as a group, regardless of who made the request. A further alternative is to have the teacher decide how the children will move forward towards the King or Queen.

Castle Commands

This is a warm-up activity. Go over the castle commands below. Explain to the children that when the commands are called out, they need to act out the commands. Choose one child to be the King (or Queen) who will call out the commands. Every five commands, choose a new child to be the “monarch.”



The commands include:

Climb the Castle (children stand in place and pretend to climb a ladder)

Chop the Wood (children stand in place and swing their arms over their shoulders, as if swinging an axe)

Banquet Night (children dance and leap about the room)

Knights on Horses (children gallop, as if they're on horses)

King is Coming (children bow low)

Queen is Coming (children curtsy)

ICT

Letters to the King

Explain to children that they will be writing and typing a letter to the King on a computer. Demonstrate to the children how to create lists with bullet points, and how to add clipart to their letters. If children struggle with writing the letter, ask them to type out the list of the types of people who worked at castles from the “Castle Glossary” activity in their English lesson on page 5.



Music

The Grand Old Duke of York

Teach children the nursery rhyme, “The Grand Old Duke of York.” After it has been learned (or reviewed), give the children musical percussion instruments. Ask them to sing the rhyme with marching actions, while playing the instruments and keeping in time with the beat of the music.

THE GRAND OLD DUKE OF YORK

Oh, the grand old Duke of York,
He had ten thousand men,
He marched them up to the top of the hill
And he marched them down again.

And when they were up they were up,
And when they were down they were down,
And when they were only half way up
They were neither up nor down.

Art, Food, and Design

A Knight's Shield

Create a knight's shield.

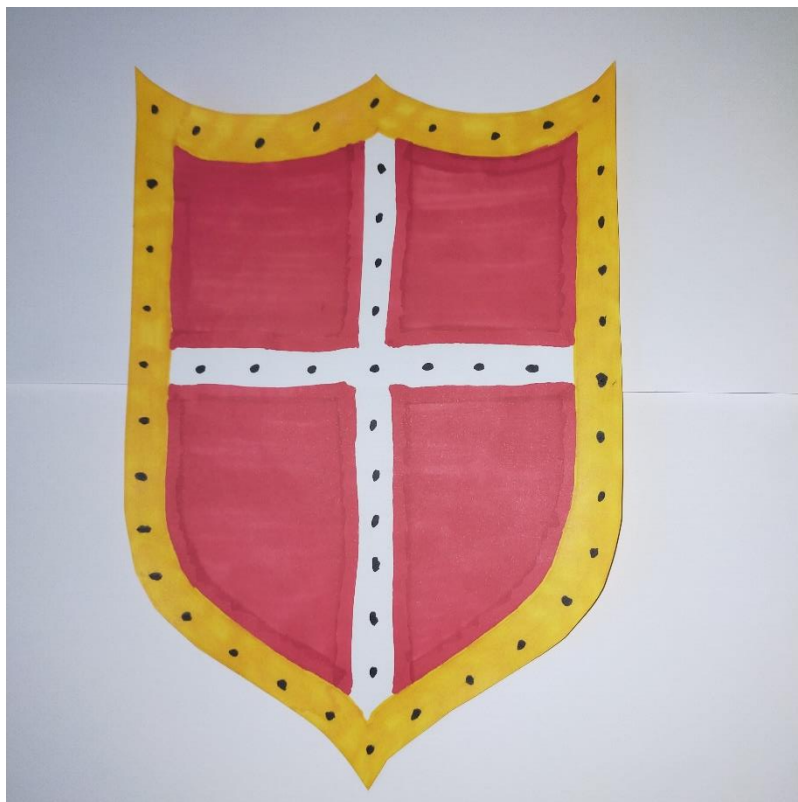
Make photocopies of the template on page 14 onto card stock. Give each child a template and ask them to cut it out. After they have done so, they will design and colour their own shields.

Supplies:

- White card stock (or white paper)
- Scissors
- Markers, paints or coloured pencils
- Glue
- Cardboard

Instructions:

- Cut out the shield template
- Lightly draw a design on the template
- Colour in or paint the design
- After the shield has dried, glue a strip of cardboard to the back of it, to make it easier to hold.



Medieval Trenchers

Note: Be aware of food allergies and ensure children wash their hands before and after baking. Only adults should operate the oven.

In Medieval times, dinner plates were rarely used. Instead, people put their food on hard bread, known as “trenchers.” This bread had to be hard enough to soak up the juices from the food without turning into a soggy mess.

Ingredients:

- 3 cups of whole wheat flour
- 2 tsp dry yeast
- 2 tbsp sugar
- ½ tsp salt
- 1 ¼ cups of warm water

Instructions:

- Add the sugar to 1 cup of the warm water
- Once it dissolves, add the dry yeast and let the mix stand for 15 minutes
- In a separate bowl, mix together the flour and salt
- Add the yeast and sugar mixture
- Mix together
- If needed, add some or all of the remaining warm water
- If the dough gets too sticky, add more flour
- Knead the dough for 15 minutes, then divide it into two pieces and shape them into flat circles
- Turn up the outside of the dough to give the trenchers a small amount of depth
- Put the dough on a greased baking sheet
- Cover the dough with a damp cloth
- Let the dough rise for 2 hours, or until it has doubled in size
- Preheat the oven to 375 F / 190 C
- Bake the dough for approximately 45 minutes, or until brown and crusty
- Makes 2 servings



An Interview with Rebecca Colby

What was the inspiration for *The Castle the King Built*?

I love castles. Having grown up in the United States, I didn't have the opportunity to visit castles. But when I moved to England, I found castles everywhere. I've even slept overnight in castles. They hold a huge fascination for me and I've often wondered what it would be like to live in a working castle. It was my fascination and my ponderings that inspired this book.

What makes this book different from the other books you've written so far?

All of my published books until this one have been fictitious and are either written entirely in rhyme or contain some rhymes in them. While this book is also written in verse, it is based on facts from medieval history. What makes this book different is that it is a creative non-fiction book. It presents information about the people who lived and worked in castles in a new, fun and different way.

Did you have to do much research for this book?

Yes, I did. Normally when I write a book, the idea comes completely from my imagination. But this is a fact book, and I needed every fact to be correct. I started by going to the library and reading lots of books and taking notes. Then, I drew up a list of castle workers, and a description of what each worker did for their job. Once I finished the research, I pulled out key words from my notes that I wanted to include in the text. Because the book is written in rhyme, this is where the writing becomes tricky. It's like solving a puzzle, and seeing how each piece can fit together, but making sure that none of the pieces (or key words) are left out.



What advice would you give an aspiring author?

Read, read, read everything you can get your hands on! Then write, write, write! Don't wait until the moods strikes you because it might never happen. Write anyway. I've been sharing this same advice for years, and it never changes. Just put pen to paper—or fingers to a keyboard--and start writing.

Have you ever wanted to own a castle?

Of course, I have! Then I could be Queen of the castle! But I know someone who does own a castle, and the reality isn't always as glamorous or exciting as it appears. Castles are old buildings and he spends much of his time repairing the castle and keeping it in good shape. He also spends a lot of time removing bats and bugs from the guest rooms. So I would like to own a castle, but only if someone else removes the spiders!

Which job at a medieval castle (besides being Queen) would you want?

Can I be a princess, please? I like the idea of sewing tapestries and having servants wait on me. If I can't be a princess, I would want to be a minstrel. I enjoy singing and telling stories and poems. I just need to learn to play a musical instrument first. Also, I love travelling, and minstrels travelled from castle to castle to entertain.

An Interview with Tom Froese

When did you decide to become an illustrator?

It was a gradual decision, but the official start of freelancing as an illustrator was September 2013.

What other illustration projects have you worked on?

Too many to count! As for books, I've illustrated a board book for younger children called *Whose Boat* (Toni Buzzeo, Abrams Appleseed), and two sticker books for Lawrence King (*Stickyscapes Space* and *Stickyscapes New York*). I'm currently working with Nosy Crow on a new title for the British Museum about Egyptian Mummies!

Which media do you prefer to work in and why?

I work digitally using Photoshop. Simply put, I've been using it forever and it's what I know best for achieving the results I am going for in my work and style.

What advice would you give an aspiring young illustrator?

Honestly, I couldn't give general advice here, because there are so many different kinds of illustrators, and each one may need to hear something unique to their situation. But let's just say this aspiring young illustrator is me in the past. Then I would tell him, simply, *keep going*.

Have you ever wanted to own a castle?

Not for a hot second!

Which job at a medieval castle (besides being King) would you want?

A minstrel, obviously!



A Knight's Shield

