



# What Are Kings and Queens?

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## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Describe what a king or queen does
- ✓ Identify and describe royal objects associated with a king or queen
- ✓ Indicate that kings and queens still exist today, but that there were many more kings and queens long ago

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “What Are Kings and Queens?” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RI.K.1)
- ✓ Interpret information to answer questions and express opinions about “What Are Kings and Queens?,” with prompting and support (RI.K.1)
- ✓ With prompting and support, define and use new words, such as *royal*, from the read-aloud and the discussion about “What Are Kings and Queens?” (RI.K.4)
- ✓ With prompting and support, describe an illustration of King Richard II in “What are Kings and Queens?,” using the illustration to check and support comprehension of the read-aloud (RI.K.7)

- ✓ Actively engage in the nonfiction/informational read-aloud “What Are Kings and Queens?” (RI.K.10)
- ✓ Create a drawing of a king or queen using information from the read-aloud “What Are Kings and Queens?” (W.K.2)
- ✓ Create a drawing with sufficient detail of a king or queen with their royal belongings (SL.K.5)
- ✓ Identify multiple meanings of *rule* and use them in appropriate contexts (L.K.4a)
- ✓ Prior to listening to “What Are Kings and Queens?,” identify orally what they already know about kings and queens
- ✓ Listen to a variety of texts, including nonfiction/informational text such as “What Are Kings and Queens?”

### Core Vocabulary

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**kingdom, *n.*** A place ruled or governed by a king or queen

*Example:* King Eduardo ruled his kingdom with kindness and fairness.

*Variation(s):* kingdoms

**royal, *adj.*** Anything belonging to a king or queen or other members of their family, such as a prince or princess

*Example:* The throne is a royal throne because it belongs to the queen.

*Variation(s):* none

**rules, *v.*** Leads and makes decisions


*Example:* My mom rules our family; I am not allowed to go outside unless she says it is okay.

*Variation(s):* rule, ruled, ruling

**servants, *n.*** Men or women who are hired and paid to do things that the master of a home or a king or queen do not want to do

*Example:* Kings and queens had many servants who did all of their unpleasant chores for them.

*Variation(s):* servant

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Domain Introduction</b>		10
	<b>Where Are We?</b>	world map	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>What Are Kings and Queens?</b>	world map	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Royal</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Rules</b>	Poster 1M: Rules	15
	<b>Drawing the Read-Aloud</b>	drawing paper, drawing tools	
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-1 and 1B-2	*



# What Are Kings and Queens?

1A

## ***Introducing the Read-Aloud***

**10** minutes

### **Domain Introduction**

Tell students that just like the teacher is the leader of the classroom and the president is the leader of our country, the United States, some countries in the world have leaders called kings and queens. Kings and queens are different leaders from teachers or presidents because they are born into special families called royal families. A king is a man from a royal family who is the leader of a country, while a queen is a woman from a royal family who is the leader of a country. Their children are called princes and princesses, and they will one day grow up to become kings and queens. Kings and queens and their royal families live quite differently than other people do.

### **Where Are We?**

Share with students that many different countries in the world have been ruled by kings and queens. Show students a world map or globe. First show students the United States of America, where they live, and then point out the continent of Europe, specifically the countries of France and England. Tell students to listen carefully to learn more about several kings and queens from Europe.

### **Purpose for Listening**

Tell students that they are going to hear a read-aloud about different European kings and queens from long, long ago, about the places they lived, and all the different royal things that belonged to them.



## What Are Kings and Queens?

### ← Show image 1A-1: Palace

- 1 What do you think a building like this might be used for?
- 2 [Point to the country of France on a map.]
- 3 A king or queen leads and makes decisions about a particular area of land and the people who live there. The word *rules* can have other meanings. The word *rules* also means directions for how to do something.

Look at this fancy building.<sup>1</sup> Can you believe that this was actually someone's house? Well, it's not just any house. It's a palace. This palace used to belong to a queen of France.<sup>2</sup> What do you think it's like inside? It must be nice if it were built for a queen—in fact, this palace has 440 rooms inside! As the leaders of their countries, kings and queens often had the biggest and best homes in the land, known as palaces or castles.

As the leader, the queen or king **rules** a particular area of land and the people who live there.<sup>3</sup> This area of land is called a **kingdom**. There used to be many, many kingdoms in the world. Today, however, there are not as many kingdoms or kings and queens as there used to be.



### ← Show image 1A-2: King Richard II<sup>4</sup>

- 4 Tell me about this picture. Who do you think this person might be?
- 5 [Point to the country of England on a map.]

"It's good to be king." That's an old saying, and if you look at this king—whose name was King Richard II of England—you begin to get the idea of why this saying holds true.<sup>5</sup> If you walked into a palace in England three hundred years ago and saw this person, you wouldn't have any trouble guessing he was king.

As the most important and powerful people in their kingdoms, kings and queens always got the best of everything: the best houses, the best clothing, and the best food. Kings did not have to say, "please" and "thank you." They didn't even have to dress themselves—they had **servants**<sup>6</sup> to do that for them. Pretty much everything a king or queen used, touched, or owned was called **royal**.<sup>7</sup> The soft, fluffy robes King Richard II wore were the royal robes. The cup he drank from was called the royal cup. And if it was royal, that meant that only the king, queen, or someone in the royal family—such as his daughter (the princess) or his son (the prince)—was allowed to use it.

- 6 Servants are the men and women who take care of the things the king does not want to do.
- 7 If something is royal, it belongs to a king or queen.

8 [Point to the scepter and orb in the illustration.]

9 A symbol is something that represents or stands for something else. When people saw the king's crown, they knew that the person who wore it was powerful and important.



← **Show image 1A-3: Crown**

King Richard II is holding two things in this picture. In one hand he is holding the royal orb and in the other he is holding the royal scepter.<sup>8</sup> These were ceremonial objects, or things that the king wore or held just to remind people who was in charge.

That hat he's wearing is called a crown, which is no ordinary hat. Crowns were usually made out of some kind of precious metal, like gold or silver, and decorated with fancy jewels, like rubies and emeralds and sapphires. These jewels were called the crown jewels. Like the scepter and the orb, the crown was an important symbol of the king's power.<sup>9</sup>

Here's a close-up picture of a crown. It's made of gold and loaded with fancy pearls and other jewels. A hat like this would not be good for keeping the sun out of your eyes, and it wouldn't be very good at keeping your head warm, but if you were wearing it, it meant that you were the king or queen, the ruler of a kingdom.



← **Show image 1A-4: Charlemagne**

A few hundred years ago, it would have been nice to be a king or queen ruling your very own kingdom, making all the rules and laws that people had to follow, but it would have also been very difficult. Kings and queens had big responsibilities. Every day, people came to them to ask for money or advice, and every day they had to make important decisions about things that were happening in the kingdom.

A famous king named Charlemagne (*SHAR-la-main*) was so important that an artist made a stained glass window with his image. Look at his fancy chair. The king's chair was called a throne and, as you might imagine, only the king was allowed to sit there. His throne was raised up on a platform so he would appear tall and important, even when he was sitting down.

What's that in his hand? Charlemagne is holding a sword and an orb to remind people that he is the king. Over the next couple of weeks, you will learn more about kingdoms, kings, queens, and everything having to do with royalty.

### Comprehension Questions

10 minutes

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What is a king? (A king is the male ruler of a kingdom.) What does a king do? (A king rules over a land and the people who live there.)
2. *Literal* What is a queen? (A queen is the female ruler of a kingdom.) What does a queen do? (A queen also rules over a land and the people who live there.)
3. *Literal* What is a kingdom? (A kingdom is the area of land ruled by a king or queen.)
4. *Literal* What is a palace? (A palace is the home of a king or queen and their family.)



← Show image 1A-2: Richard II



← Show image 1A-4: Charlemagne

5. *Inferential* Tell me about what you see in these pictures. [If students are not able to name and talk about the throne, crown, orb, and sword, name each item and then ask a student to point to the correct object.]
6. *Inferential* Are there still kings and queens today? (Yes, there are still kings and queens today, but not as many as long ago.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and

discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* What do you think you would like about being a king or queen? What do you think you would dislike? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Royal

5 minutes

1. In the read-aloud you heard, "Pretty much everything that a king or queen used, touched, or owned was called *royal*."
2. Say the word *royal* with me.
3. *Royal* describes anything that belonged to a king or queen.
4. The queen's jewels are her royal jewels because the jewels belong to the queen.
5. Tell about something else that might be royal. Try to use the word *royal* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The king's \_\_\_\_\_ is royal because . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some things belonging to a certain person. If the thing belongs to a king or queen or their family, say, "\_\_\_\_\_ is royal." If not, say, "\_\_\_\_\_ is not royal." Remember to answer in complete sentences.

1. the king's throne (The king's throne is royal.)
2. my sister's coat (My sister's coat is not royal.)
3. the queen's crown (The queen's crown is royal.)
4. the prince's dog (The prince's dog is royal.)
5. my cousin's necklace (My cousin's necklace is not royal.)



**Complete Remainder of the Lesson Later in the Day**





# What Are Kings and Queens?

1B

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity: Rules

#### *Sentence in Context*

1. [Show Poster 1M: Rules.] In the read-aloud you heard, “As the leader, the queen or king *rules* over a particular area of land and the people who live there.” Here, *rules* means leads and makes decisions. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Rules* can also mean other things. *Rules* can mean directions for how to do something, like play a game. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. Now with your neighbor, make a sentence for each meaning of *rules*. Remember to use complete sentences. I will call on some of you to share your sentences. [Call on a few students to share their sentences.]

#### **Drawing the Read-Aloud**

Have students draw a picture of a queen or king, decorating their clothing so you can tell it is a king or queen. Encourage them to add royal objects to the picture, such as crowns, orbs, scepters, swords, and thrones. Ask students to discuss their illustrations, remembering to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

## Take-Home Material

### **Family Letter**

Send home Instructional Masters 1B-1 and 1B-2.