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TEXAS

ELEMENTARY LITERACY PROGRAM

Grade 4

UNIT 1

Empires of the Middle Ages:
Castles and Caravans, Part 1

TEACHER GUIDE

Grade 4

Unit 1

Empires of the Middle Ages: Castles and Caravans, Part 1

Teacher Guide

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Introduction

EMPIRES OF THE MIDDLE AGES: CASTLES AND CARAVANS, PART 1

This introduction includes the necessary background information to teach the *Empires of the Middle Ages: Castles and Caravans* unit. These units—comprised of Part 1 in Unit 1 and Part 2 in Unit 8—contain 25 daily lessons, plus four Pausing Point days that may be used for differentiated instruction. Each entire lesson will require a total of 90 minutes. Lessons 15 and 25 (the latter you will encounter in Part 2), are devoted to unit assessments.

As noted, four days are intended to be used as Pausing Point days. You may choose to use the first two in conjunction with the End-of-Unit Assessment (Lesson 15), and the next set of two at the end of the units.

The sequence is designed to build background knowledge coherently and cumulatively so that students can understand a full range of complex texts and engage in deep conversations about the world around them. This program is built upon the sequence and uses it to create a comprehensive ELA curriculum.

WHY THIS UNIT IS IMPORTANT

The *Empires of the Middle Ages: Castles and Caravans* units cover the history of both the Middle Ages in Europe and the Islamic Medieval Empires. *The Middle Ages in Europe* and *Islamic Medieval Empires* units have always been companions in the Grade 4 sequence because their subjects are highly related. While Part 1 of these units deals primarily with the events of western Europe and the relationship between the Christian Church and the rulers of the region, Part 2 of these units looks at events in another part of the world (particularly in what is now called the Middle East). The two topics of study are tied by a common past (the decline of the Roman Empire) and intersecting events such as the Crusades and the movement of knowledge, philosophy, and science from Greek into Arabic into Latin. They are also tied by their impact on the present: it is difficult to understand the modern world without knowing about these two regions and their medieval history.

We are aware that the subject matter of these units can be controversial, particularly given current global tensions. The urgency and relevance make these units all the more fundamental to cultural literacy. In creating the units we have consulted heavily with scholars of the period. We would like first and foremost to thank Professor Ahmed al-Rahim, a specialist in Islamic Studies and the director of the Medieval Studies Program at the University of Virginia, who has been instrumental in the structure, writing, and review of this unit. We would also like to thank Professor Suleiman Mourad at Smith College and Dr. Charles Haynes, senior scholar at the First Amendment Center, for their expert reviews, and for the additional perspectives of teachers and educators who have reviewed this unit.

Prior Knowledge

Students who have received instruction in the program in Grades K–3 will already have pertinent background knowledge for this unit. For students who have not received prior instruction in the program, introductory knowledge with particular focus on the bolded objectives below will be presented in the Core Connections lesson in Lesson 1.

An Overview of the Seven Continents (Kindergarten)

- Identify and locate the seven continents on a map and globe.

Aesop’s Fables (Kindergarten)

Spatial Sense (Working with Maps, Globes, and Other Geographic Tools) (Grade 1)

Ancient Egypt (Grade 1)

- Locate Africa on a map.

Islam (Grade 1)

- Explain that Islam originated in Arabia and has since spread worldwide.
- Identify Muslims as followers of Islam.
- Recognize the word *Allah*.
- Describe Muhammad as the founder of Islam.
- Recognize the Qur’an as the holy book of Islam.
- Define *mosque* as an Islamic house of worship.

The Ancient Greek Civilization (Grade 2)

- Define the term *civilization*.
- Explain that the ancient Greeks worshipped many gods and goddesses.

The Ancient Roman Civilization (Grade 3)

- Explain why Ancient Rome was considered a civilization.
- Define the terms *BC/BCE* and *AD/CE*.
- State the reasons the ancient Roman civilization was an empire.
- Explain the reasons for the “decline and fall” of Rome.

Early World Civilizations (Grade 1)

- Identify Judaism, Christianity, and Islam as monotheistic world religions.
- Define *monotheism* as the belief in one god.
- Explain that Christianity developed after Judaism.

- Explain that followers of Christianity are called Christians.
- Recognize the cross as a symbol of Christianity.
- Identify the Bible as the Christian holy book.
- Identify that a Christian house of worship is called a church.
- Identify that Christians believe Jesus to be the Messiah and the son of God.
- Identify holidays important to Christians, such as Easter and Christmas.
- Explain that Islam originated in Arabia.
- Explain that followers of Islam are called Muslims.
- Identify the crescent and star as symbols of Islam.
- Identify the Qur'an as the holy book of Islam, containing laws for daily living and many stories that also appear in Jewish and Christian holy books.
- Identify that a Muslim place of worship is called a mosque.
- Identify that Muslims believe Moses and Jesus were prophets, but that Muhammad was the last and greatest of the prophets.
- Identify important Muslim holidays, such as Ramadan and Eid-ul-fitr.

The Ancient Greek Civilization (Grade 2)

- Identify the area of ancient Greece on a map.
- Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map.
- Define the term *civilization*.
- Define the term *city-state*.
- Define the term *democracy*.
- Identify Athens as the birthplace of democracy.

The Ancient Roman Civilization (Grade 3)

- Explain why ancient Rome was considered a civilization.
- Identify and locate on a map the following areas: Atlantic Ocean, Mediterranean Sea, Black Sea, Aegean Sea, Europe, the Alps, Italy, Rome, Sicily, Pompeii, Mount Vesuvius, Tiber River, Greece, France (Gaul), Spain, England, Germany, North Africa, Tunisia (Carthage), Egypt, Asia Minor, Turkey, and Istanbul (Constantinople).
- Locate the Bosphorus Strait and the Strait of Gibraltar, and explain the purpose of these waterways.
- Locate Rome on a map and identify it as the capital of present-day Italy and the approximate area where the ancient Roman civilization began.
- Identify the country of Italy as a peninsula.

- Define the terms *BC/BCE* and *AD/CE*.
- Explain the importance of the Tiber River to the ancient Romans.
- Describe the evolution of government in ancient Rome: monarchy to republic to empire.
- Describe the Senate as part of the government of the Roman Republic.
- Describe the importance of forums in Roman society and government.
- Identify a few factors that led to the decline of the Roman Empire.
- Describe the development of Christianity during the Roman Empire, including the persecution of Christians.
- Explain why the Roman Empire split into two parts: the Western and the Eastern empires.
- Describe the rise of the Byzantine Empire.
- Identify Constantine the Great as the first Roman emperor to make laws to end the persecution of Christians, and describe his other contributions.
- Identify Justinian as a Byzantine emperor, and describe his contributions.
- Identify Latin as the language of ancient Rome and the origin of the Romance languages.

The Viking Age (Grade 3)

- Identify and locate Scandinavia (Norway, Sweden, Denmark) as the area from which the Vikings originated.
- Describe the geography of Scandinavia, Iceland, Greenland, and Newfoundland.
- Describe the Viking people's proficiency and legacy as sailors, raiders, and traders.
- Locate Greenland, Iceland, Newfoundland, Canada, the Atlantic Ocean, the Arctic Ocean, the Baltic Sea, the North Sea, and the Norwegian Sea.
- Explain that only the warriors who went on raids to other lands were actually called Vikings.
- Explain why the Vikings were also called Northmen or Norsemen.
- Identify the Vikings as the earliest-known Europeans to travel to North America.
- Locate the areas to which the Vikings traveled.
- Explain how and why the Vikings traveled to other countries.
- Recall that the Viking people relied on farming, fishing, and trade for their living.
- Explain the importance of Erik the Red and Leif Eriksson.
- Identify the three orders of the Viking people: thralls, karls, and jarls.
- Explain that the Viking people built and used ships for different purposes.
- Recall that skilled blacksmiths lived during the Viking Age, and name some items they made.
- Recall that the Thing was an assembly where the Norse made decisions for their community.

READER FOR THIS UNIT

The Reader for this unit includes complex text and prepares students in Grade 4 for the increased vocabulary and syntax demands aligned texts will present in later grades.

WRITING

In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use a graphic organizer to take notes on information presented in the Reader; paraphrase information from a text; assess information to form an opinion; and draft a persuasive paragraph.

During all classroom writing tasks, please encourage students to generate logical, defensible spellings based on code knowledge, rather than guessing. Students should refer to the Individual Code Chart (located in Student Resources in the Activity Book), which lists spellings for each sound in the English language in order from most frequently used spelling to least frequently used spelling.

Earlier grades in the program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing).

In Grades 4 and 5, the writing process is no longer conceptualized as a series of linear steps (an important change from the Grade 3 writing process). Rather, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally. (See Graham, Bollinger, Booth Olson, D'Aoust, MacArthur, McCutchen, & Olinghouse [2012], for additional research-based recommendations about writing in the elementary grades.)

Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. Additionally, when students write, you should circulate around the room and check in with students to provide brief, targeted feedback.

In addition to specific writing lessons, there are numerous writing opportunities throughout the program. For example, students regularly engage in writing short answers in response to text-based questions. In these writing opportunities, students will focus on the use of evidence from the text and individual sentence construction. Please encourage students to use the Individual Code Chart to spell challenging words while they engage in these writing activities.

In this unit, students will practice taking notes from the informational text of the Reader, as well as practice writing an informative paragraph and a persuasive paragraph.

RESOURCES FOR THE ENRICHMENT SELECTIONS

The Enrichment selections in the unit Reader are intended to be used at your discretion. They are intended for more advanced readers, as they are more difficult to read and include more challenging vocabulary than the other chapters. You may wish to assign these selections to students who need more challenging reading material. An introduction to these selections appears in the Teacher Resources section of Part 2. Core vocabulary words for these selections are also listed in the Teacher Resources section. They are bolded in the Reader and appear in the glossary.

ACTIVITY BOOK ANSWER KEY

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend that students select books from the Recommended Resources. In addition, if you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this list to reinforce the concepts covered in this unit.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available on the program's digital components site. This component was created to accompany the program materials for Grades 4 and 5. It consists of selections from a variety of genres, including poetry, folklore, fables, and other selections. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). There are sufficient selections so you may, if desired, use one selection per week. For more information on implementation, please consult the supplement.

TEACHER RESOURCES

- Glossary for *Empires of the Middle Ages: Castles and Caravans, Part 1*
- Informative Paragraph Rubric
- Persuasive Paragraph Rubric
- Editing Checklist
- Medieval Musings Answer Key
- Resources for the enrichment selections in *Empires of the Middle Ages: Castles and Caravans, Part 1*
- Activity Book Answer Key

DIGITAL COMPONENTS

In the Advance Preparation section of each lesson, you will be instructed to create various posters, charts, or graphic organizers for use during the lesson. Many of these items, along with other images such as maps or diagrams, are also available on the program's digital components site.

1

The Middle Ages

PRIMARY FOCUS OF LESSON

Core Connections

Students will sequence five events on a timeline spanning BCE and CE to accurately place their discussion of the Middle Ages in the context of time and their background knowledge. **TEKS 4.6.E; TEKS 4.6.H; TEKS 4.9.D.ii**

Students will follow, restate, and give oral instructions that involve a series of steps. **TEKS 4.1.B**

Reading

Students will paraphrase information from the Reader to participate in a discussion about the people, events, and important ideas from the Middle Ages. **TEKS 4.7.C**

FORMATIVE ASSESSMENTS

Activity Page 1.1

Label a Map Locate the modern-day countries of Spain, France, England, Germany, and Italy, and identify that region as a part of the Roman Empire. **TEKS 4.6.H; TEKS 4.9.D.ii**

TEKS 4.6.E Make connections to personal experiences, ideas in other texts, and society; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.9.D.ii** Recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding; **TEKS 4.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 4.7.C** Use text evidence to support an appropriate response.

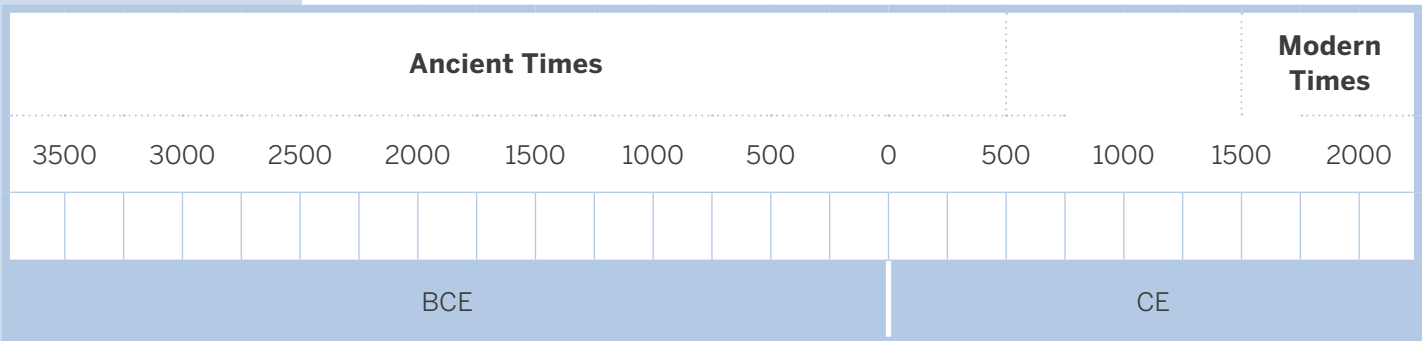
LESSON AT A GLANCE

	Grouping	Time	Materials
Core Connections (45 min.)			
Review Prior Knowledge	Whole Class	5 min.	<input type="checkbox"/> Map of Europe <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Unit 1 timeline <input type="checkbox"/> Five timeline cards
Label a Map	Individual	10 min.	
Create a Timeline	Small Group	25 min.	
Lesson Wrap-Up	Whole Class	5 min.	
Reading (45 min.)			
Introduce the Reader	Whole Class	5 min.	<input type="checkbox"/> Reader <input type="checkbox"/> Unit 1 Timeline <input type="checkbox"/> Activity Pages 1.2, 1.3
Introduce the Chapter	Whole Class	10 min.	
Read-Aloud: Chapter 1	Whole Class	15 min.	
Discuss the Chapter and Lesson Wrap-Up	Partner/Whole Class	10 min.	
Word Work: <i>Transform</i>	Whole Class	5 min.	
Take-Home Material			
Read and Answer Questions			<input type="checkbox"/> Activity Pages 1.4, 1.5 <input type="checkbox"/> Fluency Supplement selection (optional)

ADVANCE PREPARATION

Core Connections

- Display a map of Europe on the wall. Alternatively, you can access a digital version in the digital components for this unit.
- Locate the following four timeline cards in the Teacher Resources section of the Teacher Guide.
 - Egypt—approximately 3100 BCE
 - Greece—approximately 1000 BCE
 - Rome—approximately 750 BCE
 - First Thanksgiving—1621 CE
- Create a fifth timeline card labeled “Current Year,” and add an image of an item students will recognize as depicting the current year, such as a photograph of the class or your classroom.
 - Current Year—[attach recent image and write current year] CE
- Draw the Unit 1 timeline on the board/chart paper, allowing sufficient space to place the five cards. Place this timeline where it can be displayed for the duration of the unit.



Note: You may be more familiar with the terms *BC* and *AD* when discussing ancient and modern times. This system of dating links time to events related to Christianity. *BC* means “Before Christ,” and is used to reference events before the birth of Christ. *AD* means “Anno Domini,” or “in the year of our Lord,” and is used for dates after the birth of Jesus.

Modern historians and archaeologists, however, now more frequently use the terms *BCE*, meaning “before the Common Era,” and *CE*, meaning “of the Common Era,” to provide reference points that are not linked solely to Christianity. These are the terms that are used throughout the curriculum to distinguish between ancient and modern times.

BCE is the same as *BC*, and *CE* is the same as *AD*.

Reading

- Write The Big Question on the board/chart paper. Alternatively, you can access a digital version of this in the digital components for this unit.

Fluency (*optional*)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to use this fluency practice, you will assess students in Lesson 5.

Universal Access

- Search for, or create, visual cues for each of the academic vocabulary words.

ACADEMIC VOCABULARY

brief, adj. short

category, n. a group of things that have similar characteristics

consequence, n. a result of something

explanatory, adj. helping explain or make clearer

fact, n. something that is true

highlight, v. to focus on and draw attention to something

indicate, v. to point out something

informational book or text, n. a document providing facts about a topic

informative, adj. providing information and facts about a topic; useful or helpful

link, v. to connect two or more things or ideas

negative, adj. having harmful or bad qualities

positive, adj. having useful or good qualities

quotation, n. a direct excerpt from a text

reflect, v. to think carefully about something

relevant, adj. relating to a subject in an appropriate way

specific, adj. clearly and exactly stated or presented

Vocabulary Chart for Chapter 1 “Welcome to the Middle Ages”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	medieval empire papacy nobleman	transform seize loot infamous
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	make its mark	

Spanish Cognates for Academic Vocabulary in the Middle Ages	
breve categoría consecuencia explicativo indicar	informativo negativo positivo reflejar específico

Start Lesson

Lesson 1: Welcome to the Middle Ages

Core Connections



Primary Focus: Students will sequence five events on a timeline spanning BCE and CE to accurately place their discussion of the Middle Ages in the context of time and their background knowledge. **TEKS 4.6.E; TEKS 4.6.H; TEKS 4.9.D.ii**

Students will follow, restate, and give oral instructions that involve a series of steps. **TEKS 4.1.B**

REVIEW PRIOR KNOWLEDGE (5 MIN.)

- Tell students they will begin a unit called *Empires in The Middle Ages*. Explain that before reading the first chapter of the Reader, you are going to talk about some things they may have learned before that will help them understand what they will learn in this unit.

TEKS 4.6.E Make connections to personal experiences, ideas in other texts, and society; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.9.D.ii** Recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding; **TEKS 4.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action.

- Ask students what the term *ancient* means.
 - “existing a very long time ago”
- Remind students who participated in the program in previous grades that they have learned about several civilizations from ancient times. They learned about ancient Mesopotamia, ancient Egypt, ancient Greece, and ancient Rome, among others.
- Explain that the events leading to the Middle Ages began with the Roman Empire. Remind students who participated in the program in Grade 3 that they learned about the Roman Empire in the *Ancient Roman Civilization* unit. Instruct students who did not receive Grade 3 instruction in the program to pay particular attention to this preview so they will have the background knowledge they need to understand the first chapter.
- Ask students if they know or remember what an empire is.
 - A group of nations or territories controlled by the same leader. The leader is usually called an emperor (if the leader is a man) or an empress (if the leader is a woman).
- Explain that an emperor is somewhat like a king, but he may be even more powerful than a king. Explain that a king rules a kingdom, but an empire may contain many different kingdoms, each with its own king. All the kings must obey the emperor, who rules over the entire empire.
- Tell students that the Roman Empire was a great empire that began over 2,000 years ago. It lasted a very long time and spread over a very large area of land.

LABEL A MAP (10 MIN.)

- Have students turn to Activity Page 1.1 and explain that this is a map of Europe and the northern part of Africa. The shaded areas were part of the ancient Roman Empire. Have students identify the two continents on the map (Europe in the north and Africa in the south).
- Have students locate the modern-day countries of Spain, France, England, Germany, and Italy, and label them on the map of Europe. Explain that the Roman Empire included at least parts of each of these modern-day countries.
- Tell students that many important developments occurred during the Roman Empire. Discuss the following developments:
 - The empire grew very large until it became difficult for one emperor to rule over the entire empire.

Activity Page 1.1



Support

For students who do not recall where these countries are located on a map, provide a resource such as a labeled map or a globe for them to use as a reference.

Challenge

When students finish labeling their map, ask them to prepare for the upcoming discussion by thinking about some challenges an emperor or empress might have ruling over such a large area.

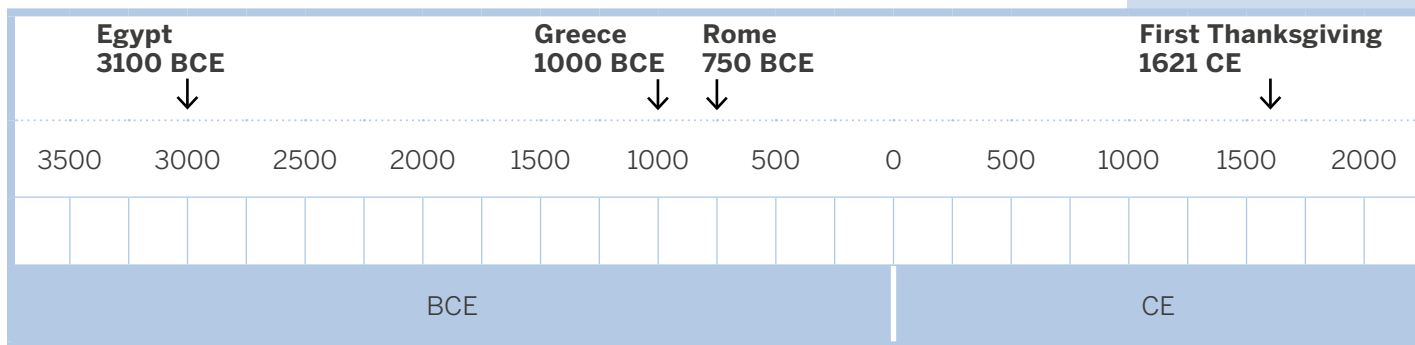
- During the time of the Roman Empire, a new religion, known as Christianity, began. Christianity is a religion based on the teachings of a man named Jesus Christ. Jesus's followers were known as Christians. Over time, Christianity grew and the Christian church became a very important part of the lives of many people in Europe.
- A language known as Latin was the official language of both the government and the church during and after the time of the Roman Empire.
- Explain that during this unit on the Middle Ages, students will focus on the part of the world where the Roman Empire once existed. They will also hear about the end of the Roman Empire, and the importance of Latin and the church in Europe in the years after the end of the Roman Empire.

CREATE A TIMELINE (25 MIN.)

- Direct students to the timeline on the board/chart paper. Ask them to describe what they see. (Students should note the labels “Ancient Times” and “Modern Times,” and the notations “BCE” and “CE.”)
- Tell students that *BCE* and *CE* are terms applied to years. Historians and others use these terms to indicate whether something took place a very long time ago, including ancient times, or whether it happened more recently. *BCE* stands for “before the Common Era” and refers to the years that happened a very long time ago. *CE* stands for “of the Common Era,” which refers to more recent years, including the current year. The Common Era begins with 1 CE; years prior to that are referred to as BCE. Explain that the years in the Common Era are counted in the usual way: 1, 2, 3, and so on. Years in BCE, however, are counted backward from 1. Explain that, because of this backward counting, something that happened in 1000 BCE occurred before something that took place in 500 BCE. Ask them to think of this timeline like a number line that they use in math.
- State that, as a group, you are going to place several events on the timeline in the proper order, using the Image Cards provided in the Teacher Resources section and the card you created. Each card contains the name of a civilization or event, an image representing that civilization or event, and a year. For the three civilization cards, the year listed is one of the years in which the civilization existed. For the event cards, the year is the specific year in which the event took place.
- Put students in groups of five and give each group a set of the five event cards.
- Ask students to restate the instructions in their own words to one or more students in their group. Have them explain their understanding of CE and BCE.

- Have each group discuss the images and dates on the cards. Remind students that the years that occurred “before the Common Era” (or labeled “BCE”) are counted backward. As a result, the events with the highest numbers BCE occurred earlier and will be placed farther on the left side of the timeline. Have students in the audience direct the card-holding students to arrange themselves so the cards are in the proper order using the dates. This will help students understand the chronology of the civilizations and events. Once students have the cards in the proper sequence, have the rest of the class read aloud the civilization or event and the date on which it occurred. Then have students attach the cards to the timeline. **TEKS 4.1.B**

- Egypt—approximately 3100 BCE
- Greece—approximately 1000 BCE
- Rome—approximately 750 BCE
- First Thanksgiving—1621 CE
- Current Year— [write current year] CE



Check for Understanding

Check that each group has placed the cards in the correct spot on the timeline. Follow up by asking the groups why they think we call this time period the Middle Ages. If students do not respond correctly, prompt them to refer back to the location of this time period on the timeline.

- Next, have students note the labels “Ancient Times” and “Modern Times” above the timeline. Explain that some historians use those labels to divide history into general time periods so it is easier to study and talk about. Explain that not all historians agree on the specific end date of ancient times and beginning date of modern times, but they generally agree that the Middle Ages occurred between the two. To reflect this, write the words *The Middle Ages* above the timeline between *Ancient Times* and *Modern Times*. Explain that many historians use the

TEKS 4.1.B Follow, restate, and give oral instructions that involve a series of related sequences of action.



Reading for
Information
Exchanging
Information and Ideas

Beginning

Generate yes/no questions for students to respond to. For example, “Did this event occur during the Middle Ages?”

Intermediate

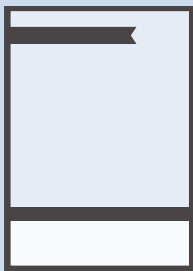
Encourage students to add on to what others in their group have said by asking if they agree with an answer someone else gave. Continue to prompt by asking, “Why?” or “Why not?”

Advanced/Advanced High

Ask the student the question from the Check for Understanding, “Why do we call this time period the Middle Ages?” Provide a sentence stem as support. For example, “We call this time period the Middle Ages because ____.”

ELPS 4.F

Student Reader:
*Empires in the
Middle Ages, Part 1*



term *Middle Ages* to refer to the time between the years 450 and the late 1400s CE. Write these years on the timeline beneath the label *The Middle Ages*.

LESSON WRAP-UP (5 MIN.)

- Have students explain what continent or region of the world they will be studying in the Middle Ages unit.
 - Europe; specifically the western part of Europe.
 - What ancient empire covered much of this land?
 - The Roman Empire.

Lesson 1: Welcome to the Middle Ages
Reading



Primary Focus: Students will be able to paraphrase information from the Reader to participate in a discussion about the people, events, and important ideas from the Middle Ages. **TEKS 4.7.C**

INTRODUCE THE READER (5 MIN.)

- Ensure each student has a copy of the Reader.
- Read the title of the Reader with students and explain that this Reader is a nonfictional, informational book. A nonfictional, informational book is *explanatory*, providing facts and information about real topics.
- Have students turn to the table of contents. Either read several chapter titles from the table of contents aloud or have students read them. Explain that reading chapter titles in a book can be very informative. Ask students to describe what information they gather by reading the chapter titles in this table of contents.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students to share any comments they have about the Reader.

INTRODUCE THE CHAPTER (10 MIN.)

- Tell students you will read aloud Chapter 1, “Welcome to the Middle Ages.”

TEKS 4.7.C Use text evidence to support an appropriate response.

- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *medieval*. Have them find the word on page 3 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader, locate *medieval*, then have a student read the definition.
- Explain the following:
 - the part of speech
 - alternate forms of the word
- Have students reference Activity Page 1.2 while you read each word and its meaning.

medieval, adj. of or relating to the Middle Ages

transform, v. to change something completely, usually in a positive way (transforming)

empire, n. a group of countries or regions controlled by one ruler or one government (emperor)

seize, v. to take

loot, v. to steal things by force, often after a war or destruction (looted)

infamous, adj. well known for being bad

papacy, n. the office or the position of the pope

nobleman, n. a member of the highest social class (noblemen)

- Read this chapter to learn about the time period in history called the Middle Ages and to identify the events that led to the Middle Ages.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
 - What are some of the events that led to the Middle Ages?

READ-ALoud: CHAPTER 1 (15 MIN.)

- As you read the chapter aloud, stop to read the corresponding guided reading supports.

Activity Page 1.2



**ENGLISH
LANGUAGE
LEARNERS**

Reading for
Information
Reading/Viewing Closely

Beginning

Create visual cues for the academic vocabulary words relevant to this chapter and provide them to students who need support (either on index cards, or printed as a new list of words including images).

Intermediate

Encourage students to use the glossary as a reference when they come to a word they do not know in the Reader.

Advanced/Advanced High

Prompt students to use their knowledge of relevant root words when trying to read and understand an unfamiliar word. For example, if a student is struggling to interpret the word *infamous*, ask, “What does it mean to be famous?”

ELPS 2.C; ELPS 4.E;

ELPS 4.F

Chapter 1

Welcome to the Middle Ages

THE BIG QUESTION
What are some of the events that led to the Middle Ages?



Medieval knights riding into battle

If you know anything about knights, castles, or Robin Hood, then you already know something about the Middle Ages in

Europe. *The Middle Ages* may seem to be an unusual name for a historical period—

especially one that lasted for more than 1,000 years. People in the Middle Ages did not know they were in the middle of anything.

They thought they were modern—just as you and

I do today. In fact, *the Middle Ages* was not a phrase used by the people who lived during that time period. It is a term modern historians use today to refer to that time period between ancient and modern times.

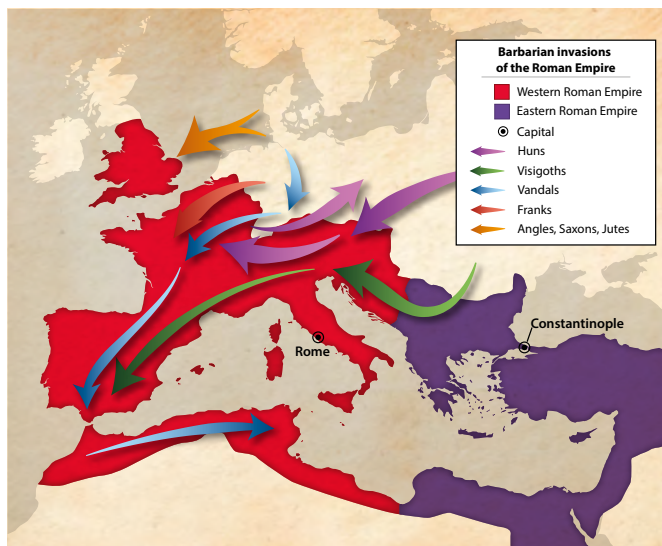
2

Activity Page 1.3



- While you read this chapter, students will complete Activity Page 1.3 by identifying events that led to the Middle Ages.
- Read page 2 aloud.
- Refer to the Unit 1 timeline. The term *Middle Ages* was introduced by modern historians to explain that this period fell between ancient and modern times. But, at the time, it wasn't known as the Middle Ages.

We begin our journey into **medieval** Europe—another name for the Middle Ages—by examining some key events that happened long before this age began. The first major event that helped to **transform** western Europe occurred when the mighty Roman **Empire**, having grown too big for one emperor to rule, broke apart into the eastern and western parts of the empire. This division had a major impact on western Europe. With the Roman Empire split into two parts, different tribes took the opportunity to **seize** some of its lands. Interestingly, some of these people were given the name *barbarian* from the Latin word *barbarus*, meaning foreigner, or not Roman. The Romans may have considered these people to be uncivilized because they did not speak Latin, the language of the Roman Empire.



3

- Read page 3 aloud.

Literal. What does *medieval* mean?

- » It is an adjective that describes things related to the Middle Ages.

Literal. What was the first major event that helped transform western Europe, leading to the Middle Ages?

- » The Roman Empire grew too big for one emperor to rule, so it broke into two parts.

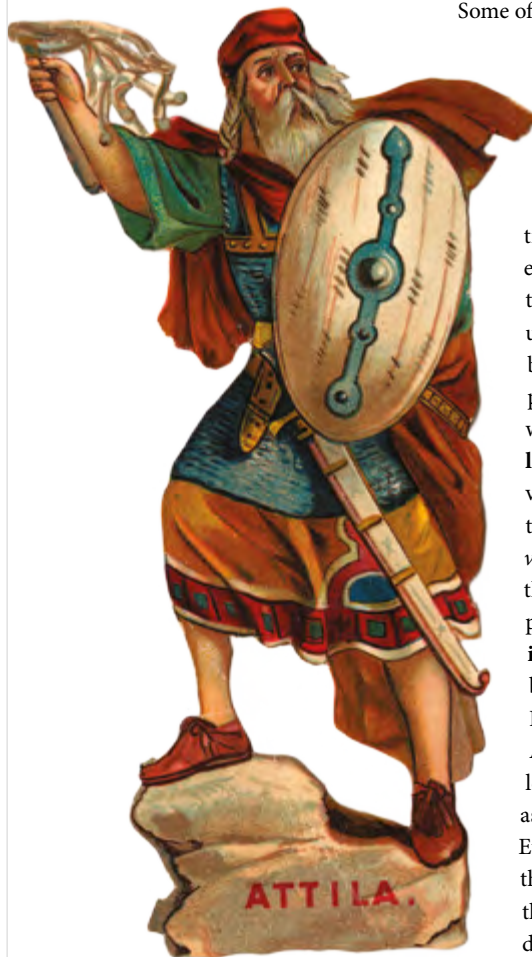
- Have students record this information on Activity Page 1.3, noting that this information is found on page 3 of the Reader.
- Point out the map on page 3 to highlight the two regions of the Roman Empire and the different groups that invaded the regions.

Support

Germanic tribes were groups of people from what is now Germany.

Support

The author uses the phrase *so-called barbarians* here because even though *barbarians* might not have been the most suitable name it is what the Romans called them.



Attila the Hun

4

Some of the most successful barbarian invaders were Germanic tribes, such as the Franks, the Visigoths, and the Vandals. These tribes lived on the edges of the empire. As the Romans became unable to defend their borders, these tribes pushed farther to the west. The Vandals **looted** towns and villages so badly that today we use the word *vandalism* to describe the destruction of property. The most **infamous** so-called barbarians were the Huns from central Asia. Attila the Hun led this nomadic tribe as they invaded parts of Europe in the 400s. As the Huns conquered, they drove the once dominant Germanic tribes even farther into the Western Roman Empire.

- Read page 4 aloud.

Literal. What are some events, described on this page, that helped transform Europe in the years leading up to the Middle Ages?

- » Germanic tribes, such as the Franks, Visigoths, and Vandals, invaded parts of the Roman Empire, and the Huns, led by Attila, pushed the once-dominant Germanic tribes farther into the Western Roman Empire.
- Have students record this information on Activity Page 1.3, noting that this information is found on page 4 of the Reader.

As warlike tribes swept across western Europe, and powerful kings emerged, another transforming force appeared—the Christian Church. Throughout these years of change, many people turned to the Church because it offered them a sense of stability and hope. The heart, or center, of the Church was in Rome, the seat of the **papacy**. Slowly, more and more groups of people became Christians, including the Germanic tribes. Over time, the Church became even richer and more powerful than many kings and queens.

It is this time—when the Roman Empire was no longer the only powerful force in Europe—that many historians consider to be the start of the Middle Ages. Roman, Germanic, and Christian ideas, as well as powerful kings, began to shape western Europe.

In one of the Germanic regions, a great ruler emerged. His name was Charles, and he took control of much of the land that later became France. Charles ruled for more than 45 years. He increased the size of his empire by gaining land in areas that are now part of Germany, Austria, Italy, and Spain. As king, Charles defended the authority of the Church. He promoted the spread of Christianity. On Christmas Day, in 800 CE, he was crowned Roman Emperor by the Pope in Rome. His reputation was so great that, later, writers called him Charlemagne, which means “Charles the Great.”



Pope Leo III crowned Charlemagne Roman Emperor in 800 CE.

5

- Read the first paragraph on page 5 aloud.
 - » **Literal.** What is the papacy?
 - » The papacy is the office or position of the pope.
- Read the rest of page 5 aloud.
- Have students record information about the increasing power of the Church on Activity Page 1.3, noting that this information is found on page 5 of the Reader.

Challenge

What were two of the transforming events or forces happening in Europe that led up to the Middle Ages?

- » Successful invasions by barbarian tribes, and the increasing power of the Christian Church.

Charles encouraged new ideas and promoted an interest in education and art. To help him rule his empire, Charlemagne also encouraged a system of government that we now call feudalism. He gave land, instead of money, to those who worked for him in the military or government. The practice of paying men with land spread throughout other countries in western Europe.

Life in the Middle Ages was not the same as it is now. For one thing, people who lived back then probably thought about time differently. Many people measured time by the rising and setting of the sun and the passing of the seasons. For this reason, life likely had a slower, steadier pace.



Cologne Cathedral took 632 years to complete.

In addition, there was a strong desire to honor God that appeared to transcend time. As a result, people undertook impressive, long-term projects such as building magnificent cathedrals that took centuries to complete.

Language and location helped shape people's lives, too. Because travel was so difficult, many people didn't do it. Generally, only rich, educated people in Europe traveled. Almost everyone else stayed close to home. Although Latin was the language of both the Church and government, only select members of society could understand that language. Most people lived an isolated existence. They did not travel far from home. As a result, most people communicated using the language, or dialect, spoken in the place of their birth. As strange as it may seem to us, in certain parts of Europe villagers from places just 30 miles apart could not easily understand each other. For this reason, most people during the Middle Ages were concerned with the affairs of their village, what they owed the local lord in the way of payment, and how to ensure their place in heaven.

6

Challenge

Why do you think Charlemagne became known as "Charles the Great"?

- » He accomplished things people approved of and many believed him to be a great man.

- Read the first paragraph of page 6 aloud.
What are some examples from the text of things he did that made him great?
 - » He encouraged new ideas in art and education; he established a system of government; he paid people who worked for him with land.

Literal. What are some events or developments, described in this paragraph, that helped transform Europe in the years leading up to the Middle Ages?

» Charlemagne's ideas about education, art, a system of government called feudalism, and paying people with land instead of money, were major things transforming Europe during the years leading up to the Middle Ages.

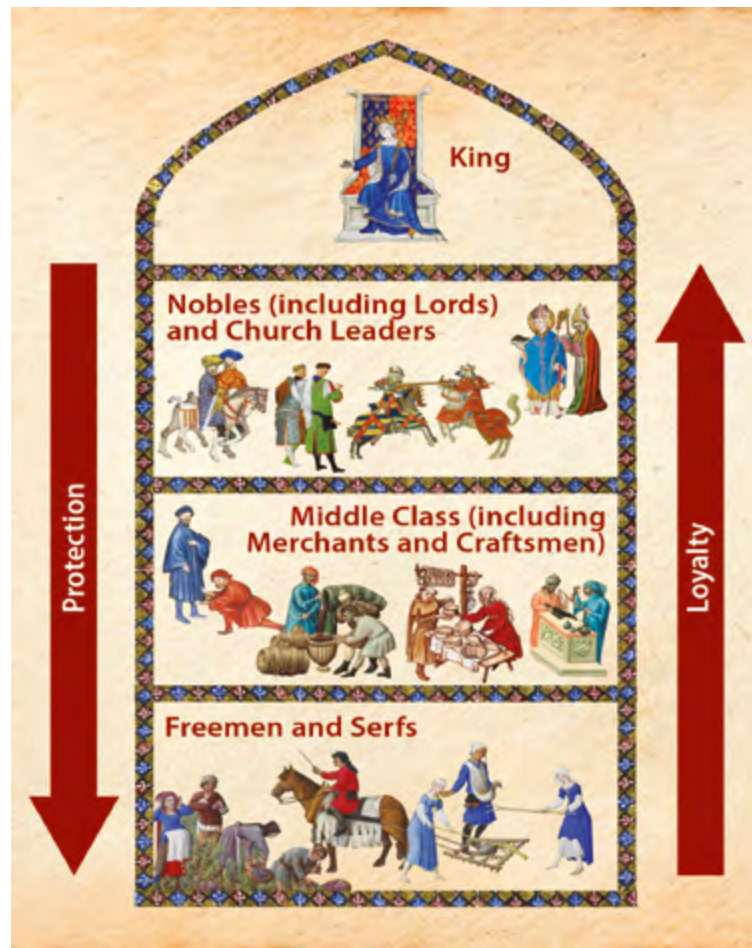
- Have students record this information on Activity Page 1.3, noting that this information is found on page 6 of the Reader.
- Read the rest of page 6 aloud.

Literal. What does this paragraph tell us about life in the Middle Ages?

» People didn't travel much; each region had a different language or dialect.

What words or phrases in the text help you determine that?

» "Almost everyone else stayed close to home"; "isolated existence"; "villagers from places just 30 miles apart could not easily understand each other"; etc.



Although this diagram does not include every aspect of medieval feudal society, it does show the people with the most power at the top, and the people with the least power at the bottom.

7

- **Evaluative.** Have students reflect on the diagram on page 7. Explain that the higher a category appears on this diagram, the more power and wealth people in that category had. Have a student read aloud the caption beneath the diagram.

Based on this diagram and the caption, what does the arrow on the left side of the diagram indicate? What does the arrow on the right side of the diagram indicate?

- » The arrow on the left side indicates that the people higher on the chart offered protection to those below, and the arrow on the right side indicates the people below swore loyalty to those above.

What was the name given to the system that is shown in this diagram?

- » medieval feudal society

There was another force that had a huge impact on western European society during the Middle Ages. This force came in the form of a deadly disease. The disease, called the Black Death or plague, certainly made its mark upon medieval Europe. This dreadful plague first appeared in the 500s. In the second half of the 1300s it swept through Europe once again. Spread by infected fleas that lived on rodents, the Black Death probably killed one-third of the population of western Europe.



Despite conflicts and hardships, this period in history was also a time when people created impressive and inspiring architecture. Great castles and churches began to adorn the landscape. Kings, queens, and **noblemen** held jousts, and court jesters entertained noble families.



In *Knights, Castles, and Chivalry*, you will discover what it was like to work on the land for the local lord. You will learn about what life was like in the incredibly crowded towns of the Middle Ages. You will wander through a castle and find out how young men trained to be knights. Are you ready to explore this fascinating time in history?

8

- Read the first paragraph on page 8 aloud.

Literal. What event described in this paragraph helped transform Europe in the years leading up to the Middle Ages?

- » The Black Death, or plague, spread throughout Europe and probably killed one-third of the population of western Europe.

- Have students record this information on Activity Page 1.3, noting that this information is found on page 8 of the Reader.
- Read the next paragraph aloud.

Inferential. The first sentence of this paragraph begins with the word *despite*, which is a clue that we are going to read about something that happened even though other events might have prevented it from happening. What positive thing happened in the Middle Ages despite some of the negative things that happened?

- » Impressive and inspiring architecture was created.

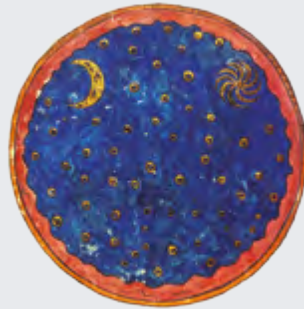
Why was this a positive thing?

- » The creation of impressive and inspiring architecture was a positive part of the Middle Ages because it provided beautiful buildings to adorn the landscape during the Middle Ages.
- Read the rest of page 8 aloud.

Medieval Musings

1. In the Middle Ages, people used a pleasant-smelling plant, sometimes used in cooking, to clean their teeth. What is the name of the plant? (Clue: The first letter is R.)

2. An instrument that helps us to see faraway objects, such as stars, was invented in the Middle Ages. What is the name of this instrument?



Picture of night sky from medieval manuscript

3. During the early part of the Middle Ages, the Angles, Saxons, and Jutes invaded an island nation and remained as settlers. The Angles gave their name to this land, or kingdom. What is this kingdom called?

9

Literal. Direct students' attention to the title of the box "Medieval Musings." To muse over something means to think about it. What does *medieval* mean?

» "about or relating to the Middle Ages"

- Explain that "Medieval Musings" boxes appear throughout this unit and present an opportunity for students to conduct independent research to learn more about the Middle Ages. As time permits throughout the unit, ask students to use both books and Internet resources to learn the answers to these questions.

- Let's read the first question in this "Medieval Musings" box together and determine where we can go to learn the answer.

Where might you look to find out what plant people in the Middle Ages used to clean their teeth?

- » Answers may vary, but may include looking in an encyclopedia under the terms *Middle Ages* or *dental care*; and conducting an Internet search on the history of dental care during the Middle Ages.

DISCUSS THE CHAPTER AND LESSON WRAP-UP (10 MIN.)

- Use the following questions to discuss the chapter.

1. **Literal.** The name of this unit is *Empires in the Middle Ages*. What is the Middle Ages and why is it called that?

- » The Middle Ages is the approximately thousand-year time period between ancient and modern times. Modern historians gave it that name because it falls between those two periods in history.

Did the people who lived during that time use the name *Middle Ages* to talk about the time period in which they were living?

- » The people who lived during that time did not use the name *Middle Ages* because they did not consider themselves to be in the middle of anything.

Note: Question 2 relates to The Big Question of this chapter.

2. **Literal.** What were some of the important events or developments that took place in Europe and led to the Middle Ages?

- » The Roman Empire grew too large to be ruled by one emperor, so it broke into two parts; several Germanic tribes, such as the Franks, Vandals, and Visigoths, invaded parts of the Roman Empire; the power of the church increased; the Black Death killed one-third of Europe's population; impressive and inspiring architecture was created.

3. **Support.** What happened to the Roman Empire that had a major impact on western Europe?

- » The Roman Empire was divided into two empires—the Western Empire and the Eastern Empire—and various tribes of barbarians then took over some of these lands.

4. **Support.** What role did the Church play in the Middle Ages?

- » The Church provided a sense of stability and hope in a time of great change. Over time, it became even richer and more powerful than many kings and queens.

5. **Inferential.** Why might Charlemagne, as one of the early leaders during the Middle Ages, have set up the feudal system, in which people such as kings and lords offered protection to serfs and freemen in exchange for their loyalty?

- » Answers may vary, but may include that in the early years of the Middle Ages there were many groups invading western Europe, so there was a need for protection. In return for the protection the kings and lords offered, they would want the serfs and freemen they protected to be loyal to them and not join with other groups to fight against them.

6. **Evaluative.** How would you contrast life in the Middle Ages with life today?
- » Answers may vary, but may include that people in the Middle Ages thought about time differently, being more directly tied to the rising and the setting of the sun rather than the hours and minutes of clocks; that people undertook long-term projects, such as building great cathedrals; and that most people never traveled far from their homes.
- Call on several students to each describe one positive or one negative thing that happened during the Middle Ages.
 - Have students take home Activity Page 1.4, an excerpt of the chapter, “Welcome to the Middle Ages,” read this excerpt, and answer the questions that follow. Also have students take home Activity Page 1.5, a copy of the Reader glossary, to keep at home to help with their homework during this unit.

WORD WORK: TRANSFORM (5 MIN.)

1. In this chapter you read, “The first major event that helped to transform Western Europe occurred when the mighty Roman Empire, having grown too big for one emperor to rule, broke into the eastern and western parts of the empire.”
2. Say the word *transform* with me.
3. *Transform* means “to change something completely, usually in a positive way.”
4. The town wanted to transform the old train station into a restaurant.
5. What are some other examples of things that have been transformed, and how were they transformed? Be sure to use the word *transform* when you talk about it.
 - Ask two or three students to use the target word in a sentence. If necessary, guide students and/or rephrase their responses to make complete sentences: “___ was transformed by ___.”
6. What part of speech is the word *transform*?
 - verb
 - Talk with your partner about something you know that has been transformed, or an idea you have to transform something. Make sure you use the word *transform* in complete sentences as you discuss this with your partner.



Check for Understanding

Hand out paper to the students and ask them to write a sentence using the word *transform*. Collect the sentences to ensure students' ability to use the word correctly. If they struggle, set them up with a partner who has used the word correctly in a sentence and have the pair work together to come up with a new one.

End Lesson

Lesson 1: The Middle Ages

Take-Home Material

READING

- Have students take home Activity Page 1.4 to read and complete. Review with students the directions on the last page of Activity Page 1.4, emphasizing that students should answer the questions in complete sentences. You will review the answers to this activity page at the start of the next reading lesson.
- Have students take home Activity Page 1.5 to use as a reference throughout the unit.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

Activity Pages
1.4, 1.5



2

Lords and Serfs

PRIMARY FOCUS OF LESSON

Reading

Students will refer to details and examples in the text when explaining the relationships between lords and serfs. **TEKS 4.6.F; TEKS 4.7.C**

Grammar

Students will discover the function and relationships of nouns and adjectives by identifying them in sentences. **TEKS 4.11.D.iii; TEKS 4.11.D.iv**

Morphology

Students will use their knowledge of the prefixes *un-* and *non-* and root words to read and determine the meaning of unfamiliar words. **TEKS 4.2.A.iv; TEKS 4.3.C**

Writing

Students will use a graphic organizer to produce clear and coherent writing that contrasts the life of a serf and that of a lord. **TEKS 4.7.B; TEKS 4.9.D.ii**

FORMATIVE ASSESSMENT

Activity Page 2.4

Nouns and Adjectives Discover the function and relationships of nouns and adjectives by identifying them in sentences. **TEKS 4.11.D.iii; TEKS 4.11.D.iv**

Activity Page 2.5

***un-* and *non-*: Prefixes Meaning “not”** Use knowledge of the prefixes *un-* and *non-* and root words to read and interpret unfamiliar words. **TEKS 4.2.A.iv; TEKS 4.3.C**

Activity Page 2.6

Graphic Organizer: Lords and Serfs Use a graphic organizer to produce clear and coherent writing contrasting the life of a serf and that of a lord. **TEKS 4.7.B; TEKS 4.9.D.ii**

TEKS 4.6.F Make inferences and use evidence to support understanding; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.11.D** Edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; **TEKS 4.2.A.iv** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 4.3.C** Determine meanings of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*; **TEKS 4.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; **TEKS 4.9.D.ii** Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Whole Group Reading: Chapter 2	Whole Class/ Individual	30 min.	<input type="checkbox"/> Answer Key for Activity Page 1.4 <input type="checkbox"/> Reader
Discuss the Chapter and Lesson Wrap-Up	Partner/Whole Class	10 min.	<input type="checkbox"/> Activity Pages 1.4 and 2.1–2.3
Word Work: <i>Rival</i>	Whole Class	5 min.	
Language (30 min.)			
Grammar	Whole Class/ Individual or Partner	15 min.	<input type="checkbox"/> Nouns and Adjectives Poster <input type="checkbox"/> Activity Page 2.4
Morphology	Whole Class/ Individual or Partner	15 min.	<input type="checkbox"/> Activity Page 2.5 <input type="checkbox"/> Prefixes Poster
Writing (15 min.)			
Taking Notes with Graphic Organizer	Whole Class/ Individual	15 min.	<input type="checkbox"/> Activity Page 2.6 <input type="checkbox"/> Reader <input type="checkbox"/> Lords and Serfs Graphic Organizer
Take-Home Material			
Reading			<input type="checkbox"/> Activity Page 2.7

ADVANCE PREPARATION

Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.
 - Read to learn about the lives of lords and serfs during the Middle Ages.
- Display an enlarged version of Activity Page 2.2, “The Feudal System Hierarchy.” Alternatively, you may access the digital version in the digital components for this unit.
- Create signs for the “Four Corners” activity (to be used as a Check for Understanding) that say, *Strongly Agree*, *Agree*, *Disagree*, and *Strongly Disagree*. Post them in the four corners of your classroom.

Language

Grammar and Morphology

- Prepare the Nouns and Adjectives Poster. Alternatively, you may access a digital version in the digital components for this unit. Display this poster for the duration of this unit.
- Prepare and display the Prefixes Poster. Leave enough space at the bottom to list prefixes and their meanings through the year. Select a convenient place in the classroom to display the poster, as it will be used and displayed throughout the school year. Alternatively, you may access a digital version in the digital components for this unit.
- Write the following sentences on the board/chart paper:
 - The hard work of farm life was unfamiliar to the members of the royal family; they were used to having servants do things for them.
 - During a drought, my family and I don’t water our lawn or use water for other nonessential things.

Note: You may want to modify the second sentence if your students do not have access to the context.

Writing

- Create an enlarged version of the Lords and Serfs Graphic Organizer on Activity Page 2.6 to display for the duration of this unit. Alternatively, you may access a digital version in the digital components for this unit.

	Lords	Serfs
Homes		
Work		
Clothing		
Food		
Amount of Power		

Universal Access

- Prepare visual cues for the academic vocabulary words relevant to this chapter.
- Prepare yes/no questions about the chapter to support students in discussing the text. For example:
 - “Did serfs own land?”
 - “Was there more food to eat in the winter?”
 - “Were freemen the same as serfs?”

ACADEMIC VOCABULARY

lord, n. a man in the upper class who ruled over a large area of land

lady, n. a female member of the nobility

privileged, adj. having more advantages, opportunities, or rights than most people

rival, adj. competing

loyal, adj. showing complete faithfulness and support (loyalty)

scythe, n. a farming tool with a curved blade and long handle that is used to cut crops such as wheat, oats, rye, and barley

Vocabulary Chart for Chapter 2 “To the Manor Born”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	lord lady scythe	privileged rival loyal
Multiple-Meaning Core Vocabulary Words	lady	
Sayings and Phrases	make ends meet	

~~~~~ Start Lesson ~~~~~

## Lesson 2: Lords and Serfs

# Reading



**Primary Focus:** Students will refer to details and examples in the text when explaining the relationships between lords and serfs. **TEKS 4.6.F; TEKS 4.7.C**

### WHOLE GROUP READING: CHAPTER 2 (30 MIN.)

#### Introduce the Chapter

- Remind students that in chapter 1 they listened to an overview of an important time in history called the Middle Ages.
- Tell students they will read Chapter 2, “To the Manor Born.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *lord*.
- Have them find the word on page 10 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *lord*, then have a student read the definition.

**TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.C** Use text evidence to support an appropriate response.

- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 2.1 while you read each word and its meaning.

**lord, n.** a man in the upper class who ruled over a large area of land

**lady, n.** a female member of the nobility

**privileged, adj.** having more advantages, opportunities, or rights than most people

**rival, adj.** competing

**loyal, adj.** showing complete faithfulness and support (loyalty)

**scythe, n.** a farming tool with a curved blade and long handle that is used to cut crops such as wheat, oats, rye, and barley

- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
  - How were the lives of serfs and lords different from each other?

## Activity Page 2.1

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## Chapter 2

# To the Manor Born

**THE BIG QUESTION**  
How were the lives of serfs and lords different from one another?

If you lived during the Middle Ages, your life followed one of a few set paths. If you were the child of a king and a queen or a **lord** and a **lady**, you lived a **privileged** life. You had enough food to eat and clothes to wear. You lived in a relatively nice house. You had servants, too. You may have been one of the few who learned to read and write. You even learned to ride a horse. If you were a boy, you learned to become a skilled swordsman. Privileged girls may have learned to embroider, to dance, and to play a musical instrument. Occasionally girls, too, learned to read.

As a privileged child, you likely grew up to become a king or a queen, or a lord or a lady, yourself.



Privileged family in the Middle Ages

But most people in the Middle Ages were not privileged. In the early Middle Ages, nearly everyone in Europe worked on the land. Most farmworkers were called serfs. Serfs grew the food and tended to the livestock, or animals that fed the people. Some had more freedom than others and were called freemen. Serfs were at the bottom of the social order and had the least amount of power.

10

## Support

Students may be unfamiliar with the word *embroider*. If so, explain that it means a way of sewing, using pantomime to demonstrate sewing with cloth and a needle and thread.

### Read “To the Manor Born”

- Before reading this chapter, remind students there are many strategies they can use to define unfamiliar words. Have students find the word *livestock* on page 10. Point out that this word is not bolded, so it does not appear in the glossary. It is, however, defined within the text itself. Point out that the word *livestock* is followed by a comma and an explanation of what livestock is.
- Have students read page 10 silently.

**Literal.** What were some of the things privileged boys and girls learned to do?

- » Privileged boys and girls learned to ride horses. Some privileged boys and girls also learned to read and write. Privileged boys learned to become swordsmen, while privileged girls learned to embroider, dance, and play an instrument.

**Literal.** What does the author tell us were the primary responsibilities of serfs?

- » growing the food and tending the animals

## Support

Were most people privileged or serfs?

- » serfs

Serfs usually spent their entire lives working on a landowner's or lord's estate. In return for the work they did, the lord allowed serfs to use some of the land to grow their own food. The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the people who worked for him.



Serfs worked on the land throughout the year.

Serfs were not educated. They did not learn to read or write. If serfs wanted to travel to a nearby town, they needed permission from the lord. When serfs wanted to marry, the lord had the right to approve or disapprove of the match. When serfs had children, those children usually grew up to work as serfs for the same lord.

11

- Have students read page 11 silently.

**Inferential.** What is another name for a castle? How does this, along with the information you read on page 10, help explain the meaning of the title of this chapter?

- » manor house
- » On page 10, the author said that people in the Middle Ages either were born privileged and would live in a large manor house, or were not born privileged. “To the manor born” refers to the fact that someone born in a manor house would live a privileged life. In the Middle Ages, everyone’s way of life was set from birth. If someone was “born to the manor,” he or she would have a privileged life.

**Inferential.** Based on what you just read, who do you think had more power and freedom in the Middle Ages—serfs or lords? Why?

- » Lords. Serfs had to get permission from lords to travel to a nearby town or get married, but lords did not have to get permission from anyone. Lords also owned and controlled the land, and often the nearby towns and villages, but serfs did not own or control any of the land.



In the Middle Ages, serfs worked on farmland that was divided into strips. The serfs spent about half of their time working for the lord. The rest of the time, they worked on the strips of land where their own crops were grown.

Most serfs lived in small, simple houses in or near a village. Their houses were made from wood and mud. The roofs were thatched, meaning they were made from rushes, or straw. They usually had just one room. Serfs slept on straw beds. Inside each house was a small fireplace for cooking. Smoke from the fire escaped through a hole in the roof.

The lord increased his wealth in many different ways. In addition to working the farmland for the lord, serfs paid taxes to the lord in the form of money, crops, and livestock. Sometimes the lord ran a mill and even charged his serfs a fee to grind their grain into flour.

If crops failed or illness struck, people during the Middle Ages struggled to survive. In times of hardship, the lord did not always come



12

## Support

Describe the houses in which serfs lived.

- » small and simple; in or near a village; made of wood and mud; thatched roofs; one room; beds made of straw; small fireplace with a hole in the roof to allow the smoke to escape

- Have students silently read page 12 to the end of the sentence on the top of page 13.

How did a lord become even richer or wealthier through his serfs?

- » Lords received taxes in the form of money, crops, and livestock, and charged fees to grind flour.

to the aid of his serfs. Even when food supplies were low, serfs were not allowed to hunt in the lord's forests. However, to avoid starving, people sometimes hunted illegally. This was called poaching, and serfs who were caught poaching were severely punished.

Some farmworkers were freemen. Freemen were not under the same strict control of the lord. If a serf ran away from his home, and managed to live for a year and a day in a town without being found, he could become a freeman, too.

The Middle Ages was a violent time compared to how we live today. There were frequent wars and uprisings, including rebellions against the king by **rival** nobles. The need for armed protection shaped medieval society. Usually, high-ranking nobles swore their loyalty to the king and lords swore their loyalty to higher-ranking nobles. Freemen and serfs had to be **loyal** to their lord. In exchange for their loyalty, the lord offered his protection. If the lord needed to raise an army, he would require freemen on his estates to serve as foot soldiers.



13

- Have students read page 13 silently.

**Inferential.** Why was medieval society organized for war?

- » It was a violent time compared to how we live today, and people needed armed protection.

## Support

Did severe punishment stop serfs from hunting in the lord's forests to avoid starving? What was this practice of illegally hunting in the lord's forests called?

- » No. It was called poaching.

## Activity Page 2.2

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**Literal.** Refer to Activity Page 2.2, an enlarged version of which is displayed on the wall. Reflect on, or think carefully about, the diagram on Activity Page 2.2, which you saw in chapter 1. What did the lords offer serfs in exchange for their loyalty?

- » protection

**Inferential.** If the lord needed to put together an army for the king, who was required to fight? Why do you think the lord did not make serfs fight?

- » freemen
- » Answers may vary, but could include that the lord needed serfs to stay and continue working for him.

**Inferential.** Have students reflect on the image spanning pages 12 and 13. Based on what you read, what do you think is shown in this image?

- » a lord's manor or estate

Describe some of the things you see.

- » Answers may vary, but could include the large, well-protected manor house on the left; the church; the serfs' small houses; the fields, which are divided into strips; a serf plowing the lord's field and several serfs tending to their own, smaller gardens; a serf tending to sheep.

## If You Were a Boy Serf

From an early age, you work a full day. You wake up just before sunrise and go to sleep when it is dark. For breakfast, you have rye bread and water, or perhaps watery ale. Even before the sun is fully risen, and regardless of the



Boy serf plowing fields

weather, you begin your work on the land. In springtime, you are busy plowing and planting seeds. You assist in the delivery of baby lambs and calves. At midday, you walk home for a simple meal of rye bread and maybe a small piece of cheese. After lunch, you return to work, cutting logs for the lord's fire.



Boy serf chasing birds away from crops

In the summer months, you tend to the crops you planted in the spring. You keep the hungry birds and insects away from the growing crops.

Autumn, the time to harvest crops, is perhaps the busiest time of all. You help your mother and sisters pick fruits and berries, which they preserve and store for the winter. Using a simple tool

- Have students read pages 14 and 15 silently.



Boy serf harvesting grain

called a **scythe**, you harvest grain crops such as wheat, oats, rye, and barley. You help store the grain. A good harvest makes everyone, especially the lord, very happy. It means there is food to eat during the winter months. A good harvest is a time of celebration for all.

Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not. At times, your parents find it difficult to make ends meet. Even

if ice and snow lay upon the frozen earth, you still have jobs to do.

You have to feed and care for the livestock. You repair fences and barns. All the while, you continue to work on your family's strips of land. Each evening as the sun is setting, you return home quite exhausted. You end your day with a meal called pottage that your mother or sisters have prepared. Pottage is a vegetable stew with grain and a tiny piece of meat or fish in it. After a good night's sleep, you will wake up and do it all again!



Serf family eating a meal together

15

**Literal.** How did the serfs' jobs change during different seasons of the year?

- » In the spring, fields were plowed and planted, and mother animals needed help delivering their young. In the summer, crops were protected and tended. In the fall, crops were harvested and grain was stored. In the winter, fences and barns were repaired.

## Medieval Musings

1. In the Middle Ages, a kind of food made from grain was used as a plate. What was it?

2. In the Middle Ages, people kept coins in clay pots. The pots were made from a type of clay called *pygg*. Today, many children place coins in a special container, the name of which originates in the Middle Ages. What is the container called?

3. A popular board game that is still played today arrived in Europe from Persia in the 800s. What is the name of that game? (Clue: Make sure you check your answer.)



Wealthy lords and ladies played games like this.

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- Have students read the section titled “Medieval Musings.” Remind students that to muse over something is to think about it. If time permits, have students conduct research independently, in pairs, or in small groups, to learn the answers to these questions. Otherwise, consider allowing students to complete the activity at a different time during the day.

## Letter Quest

Stained-glass windows adorned medieval churches. Most people in the Middle Ages could not read and write. Stained-glass windows depicted stories from the Bible and helped to communicate Christian beliefs.

Look closely at this stained-glass window; a letter of the alphabet has been hidden for you to find. When you find it, record this letter on Activity Page 2.3. After you find all the letters in the Letter Quest activities, you will rearrange them to spell a word related to the Middle Ages.



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- Direct students to the “Letter Quest” section and explain that in this activity they will search the image for a hidden letter. There is a Letter Quest at the end of each chapter, starting with chapter 2. Later in the day, as time permits, students may use Activity Page 2.3 to record the letter they find in each chapter’s Letter Quest. At the end of part 1 of the unit, students will arrange these letters to spell a word that relates to the Middle Ages.

Activity Page 2.3



## DISCUSS THE CHAPTER AND LESSON WRAP-UP (10 MIN.)

- Use the following questions to discuss the chapter:
1. **Support.** Literal. Serfs and the lord each did something for the other. What did each promise the other?
    - » Serfs spent part of their time working for the lord and promised their loyalty. The lord provided land for serfs to grow their own food, and promised them protection.
  2. **Evaluative.** Imagine you are traveling through the medieval countryside and you see a boy about your age. Based on today's reading, what evidence would you use to decide whether the child is a serf or a noble?
    - » His clothes would provide one clue: a noble would be wearing nice clothing and a serf would be wearing work clothes. What he is doing would be another important clue. A noble boy might be riding a horse, learning how to use a sword, or reading and writing. A serf boy might be working in the fields or the forest, taking care of crops or animals, or walking to and from the fields.
  3. **Inferential.** Describe what you would see on a lord's estate during the Middle Ages.
    - » a large, well-protected manor house; a small church; small serfs' houses; fields, which are divided into strips; serfs plowing the lord's fields and tending to their own, smaller gardens; serfs tending to livestock
  4. **Evaluative.** Think-Pair-Share. Why do you think the feudal system, or the arrangement between lords and serfs, existed?
    - » Answers may vary, but should include details from the text regarding the duties and needs of each group, including the need for protection and a way to obtain food and shelter.



### Check for Understanding

Point out signs for "Strongly Agree," "Agree," "Strongly Disagree," and "Disagree" in the four corners of your classroom. Have students move to the corner that best matches their feeling about the statement, "A lord and a serf have nothing in common." Use their location as an indication of what they understood from the text in relation to The Big Question.

- Have students take home Activity Page 2.7, "If You Were a Boy Serf," to read and complete for homework.



ENGLISH  
LANGUAGE  
LEARNERS

Speaking  
and Listening  
Exchanging Information  
and Ideas

### Beginning

Generate yes/no questions for students to answer. For example, "Did the serfs own land?"

### Intermediate

Encourage students to add to what others in their group have said by asking if they agree with an answer someone else gave.

### Advanced/Advanced High

Provide a sentence stem as support for creating an answer.

ELPS 2.E; ELPS 2.I;

ELPS 3.B

### Challenge

Ask students to cite evidence from the chapter that helped them decide which corner to stand in.



## WORD WORK: RIVAL (5 MIN.)

1. In this chapter, you read, “There were frequent wars and uprisings, including rebellions against the king by rival nobles.”
2. Say the word *rival* with me.
3. *Rival* means “competing.”
4. The baseball players won their game against a rival team.
5. Have you had to face a rival team, classmate, or peer? Can you think of rival teams or opponents in sports or other competitions that you’ve witnessed? Be sure to use the word *rival* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide students and/or rephrase students’ responses to make complete sentences: “We compete against rival schools in the spelling bee.” “The Yankees and the Red Sox are rival baseball teams.”
6. What part of speech is the word *rival*?
  - » adjective
  - Use a Synonyms and Antonyms activity for follow-up.
7. What does *rival* mean? What are some synonyms of, or words that have a similar meaning to, *rival*?
  - » Prompt students to provide words like *opposing*, *challenging*, and *conflicting*.
8. What are some words or phrases that are antonyms, or words that have the opposite meaning, of *rival*?
  - » Prompt students to provide words like *supporting*, *assisting*, and *partnering*.
  - As students discuss synonyms and antonyms, guide them to use the word *rival* in a complete sentence: “An antonym of *rival* is *supporting*.”

## Lesson 2: Lords and Serfs

# Language



### GRAMMAR (15 MIN.)

**Primary Focus:** Students will discover the function and relationships of nouns and adjectives by identifying them in sentences. **TEKS 4.11.D.iii; TEKS 4.11.D.iv**

### Introduce Nouns and Adjectives

- Tell students that they will focus on specific parts of speech called nouns and adjectives. Parts of speech are categories of words grouped by how they are used in a sentence.

#### Nouns

- Refer to the poster you displayed in advance and explain that nouns are words that name people, places, or things. Ask students to help make a list on the board/chart paper of nouns that name things they can see in the room. For example, you might write, *desk, board, Sandra, paper, pencil, girl, boy, door, window, floor, and wall.*

**Note:** Proper nouns begin with capital letters, whereas common nouns do not. Refer to the poster on the board and ask students if their list has common and/or proper nouns. Be sure to include all categories of both proper and common nouns.

- Tell students that nouns can be placed into two categories, or groups, called common nouns and proper nouns. Explain the difference between common and proper nouns. (Common nouns name people, places, or things in general, whereas proper nouns name specific people, places, or things.) Ask students to give examples of proper nouns to add to the list of nouns started above.

#### Adjectives

- Remind students that adjectives are words that describe nouns. Adjectives provide details about nouns, such as their number, color, shape, or mood.
- Have students refer to the list of common nouns on the board and ask them to add adjectives that describe the nouns. For example, you might write, *wooden desk, white board, lined paper, sharp pencil, red book, tall boy, brown door, clear window, clean floor, and pink wall.* Adjectives can come before or after the noun, as in “The wall is pink” or “There is a pink wall.”

**TEKS 4.11.D** Edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms.

## Activity Page 2.4



### ENGLISH LANGUAGE LEARNERS



#### Language Using Nouns and Noun Phrases

#### Beginning

Have students expand nouns in simple ways.

Give them one noun (e.g., *castle*) and have them look at the picture in the Reader and add an adjective that describes it.

#### Intermediate

Have students expand nouns in more complex ways. For example, prompt students to use the context of a sentence to add an adjective.

#### Advanced/Advanced High

Coach students to use *rival* to describe a noun before they begin Activity Page 2.4 independently.

ELPS 3.F; ELPS 4.F

- Tell students that adjectives help one to picture the noun in their mind.
- Remind students that the words *a*, *an*, and *the* are special kinds of adjectives called *articles*. Articles provide details about nouns. Articles tell us whether someone is describing a specific noun (e.g., *the king* or *the apple*) or a general noun (e.g., *a king* or *an apple*).
- Write the following sentences on the board and work with students to identify nouns and adjectives. Label nouns with *n*. Label adjectives with *adj*. Remind students that these are the part-of-speech abbreviations they see in the glossary. Draw an arrow from each adjective to the noun it describes.
  - Rich lords lived in large castles. (Nouns: *lords*, *castles*; adjectives: *rich*, *large*; draw an arrow from *rich* to *lords* and from *large* to *castles*.)
  - The selfish king did not help his hungry serfs. (Nouns: *king*, *serfs*; adjectives: *selfish*, *hungry*; draw an arrow from *selfish* to *king* and from *hungry* to *serfs*.)
- Conclude by pointing out that good writers make frequent use of adjectives to make their writing more interesting. Encourage students to take special note of adjectives when they are reading the chapters in their Reader, as well as to use adjectives when they are discussing or writing about the Middle Ages.
- Have students turn to Activity Page 2.4 and guide them through the first few sentences. Have students complete the activity page independently, or, if you determine they need more assistance, complete the activity page as a teacher-guided activity. If more time is needed, students should complete the activity page for homework.

## MORPHOLOGY (15 MIN.)

**Primary Focus:** Students will use their knowledge of the prefixes *un-* and *non-* and root words to read and determine the meaning of unfamiliar words.



TEKS 4.2.A.iv; TEKS 4.3.C

### Introduce Prefixes *un-* and *non-*

- Point to the Prefixes Poster and read it with the students.
- Tell students the two prefixes they will study are *un-* and *non-*. Explain that *un-* and *non-* both mean “not.”



TEKS 4.2.A.iv Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes;

TEKS 4.3.C Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.

- Write the prefix *un-* on the poster and explain that it is pronounced /ən/. Write the prefix *non-* on the poster and explain that it is pronounced /non/. Write the meaning of the prefixes on the poster.
- Remind students there are other prefixes that mean “not,” such as *dis-*.
- Tell students that adding *un-* or *non-* does not change the part of speech of the root word. Adding *un-* or *non-* changes the meaning of the root word.
- Write *familiar* on the board/chart paper. Briefly discuss the meaning and then use it in a sentence. (*Familiar* means “well known.” “The hallways of your school will quickly become familiar because you walk through them every day.”)
- Add *un-* to *familiar* and have students read the new word. Discuss the meaning of the new word. (*Unfamiliar* means “something that is not well known.”) Also point out that the prefix *un-* does not change the part of speech of *familiar*. Both *familiar* and *unfamiliar* are adjectives. **TEKS 4.3.C**
- Share the following example sentence you prepared in advance for the word *unfamiliar*:
  - The hard work of farm life was unfamiliar to members of the royal family; they were used to having servants do things for them.
- Have students provide sentences using the word *unfamiliar*. (Answers may vary.)
- Ask students for synonyms (words with almost the same meaning) of *unfamiliar* (e.g., *new*, *different*, *strange*, and *novel*).
- Write *essential* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (*Essential* means “extremely important and necessary.” “Food, water, and air are essential to the survival of living things.”)
- Add *non-* to *essential* and have students read the new word; discuss the meaning of the new word. (*Nonessential* means “not extremely important or necessary.”) Also point out that the prefix *non-* does not change the part of speech of *essential*. Both *essential* and *nonessential* are adjectives.
- Share the following example sentence from the board/chart paper for the word *nonessential*:
  - During a drought, my family and I don’t water our lawn or use water for other nonessential things.
- Have students provide sentences using the word *nonessential*. (Answers may vary.)

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**TEKS 4.3.C** Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.

- Ask students for synonyms (words with almost the same meaning) of *nonessential* (e.g., *extra*, *unimportant*, and *insignificant*).
- Continue in this manner for the remaining *un-* and *non-* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board, as that information is intended for use during oral instruction. You may not complete all these examples, but complete as many as time permits.

| Root Word     | Meaning                             | Affixed Word     | Meaning and Synonyms                        | Sentence                                                                                |
|---------------|-------------------------------------|------------------|---------------------------------------------|-----------------------------------------------------------------------------------------|
| <i>happy</i>  | (adjective)<br>glad                 | <i>unhappy</i>   | (adjective) not<br>glad                     | The baby was <i>unhappy</i> because the dog barked.                                     |
| <i>equal</i>  | (adjective)<br>even or fair         | <i>unequal</i>   | (adjective) not<br>even or fair             | My brother always cuts <i>unequal</i> pieces of cake so that he gets the biggest piece. |
| <i>common</i> | (adjective)<br>usual                | <i>uncommon</i>  | (adjective)<br>unusual; rare                | My favorite thing to do at the beach is look for <i>uncommon</i> shells.                |
| <i>verbal</i> | (adjective)<br>uses spoken<br>words | <i>nonverbal</i> | (adjective) does<br>not use spoken<br>words | Mom gave a <i>nonverbal</i> sign to remind us to be quiet in the library.               |

### Activity Page 2.5



- Have students turn to Activity Page 2.5. Briefly review the directions. Note that for some sentences, the word *a(n)* appears just before the blank. If the word that fits correctly in the blank starts with a consonant, students should read the sentence with the word *a*. If the word that fits correctly in the blank starts with a vowel, they should read the sentence with the word *an*. For example, if the word *unbalanced* is used to fill in the blank, the sentence should start with the word *an*. If the word you would use to fill in the blank is *balanced*, the sentence should start with the word *a*. Have students complete the activity page independently. If more time is needed, students should complete the page for homework.

## Lesson 2: Lords and Serfs

# Writing



**Primary Focus:** Students will use a graphic organizer to produce clear and coherent writing that contrasts the life of a serf and that of a lord. **TEKS 4.7.B; TEKS 4.9.D.ii**

### **TAKING NOTES WITH GRAPHIC ORGANIZER (15 MIN.)** **TEKS 4.9.D.ii**

- Students have just read Chapter 2, “To the Manor Born.” In this chapter they learned about the lives of serfs and lords in the feudal system during the Middle Ages. In this short writing lesson, you will model how to take notes on a text using a graphic organizer. The goal of this lesson is to complete most of the “Lords” column of the graphic organizer. If necessary, you may take time at the beginning of the next writing lesson to finish completing this column.

#### **Model Taking Notes Using a Graphic Organizer**

- Remind students that the Middle Ages text they have been reading is an informational text and that there are many text features (e.g., headings, captions, etc.) that are helpful in navigating the text. Explain that the images in a chapter can also be useful in locating information, as the images usually relate to the text around them.
- Have students turn to Activity Page 2.6 as you display the Lords and Serfs Graphic Organizer. Discuss the parts of the graphic organizer and the kinds of information that should go into each box.
- Explain that the graphic organizer is a useful tool that will highlight how different the lives of lords and serfs were during the Middle Ages. Explain that you will model how to scan text to locate information to complete a graphic organizer.
- Model the process of scanning the text, having students follow along in their Readers while you think aloud. As you model, periodically call attention to the use of nouns and adjectives in the notes you are creating.
- Point out that the first category on the graphic organizer is “Homes.” Explain that in order to take notes about the types of homes lords generally lived in during the Middle Ages, students must scan the text and images for key words and specific information. For example, you might say, “First, I am going to look for information about how lords lived during the Middle Ages, about their homes, work, clothing, food, and amount of power. Some of this information will come from the text or text features, and other information might come from the images. Scanning the text, I see the word *lord* in bold in the first paragraph, so I will start there.”

**TEKS 4.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; **TEKS 4.9.D.ii** Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

### Activity Page 2.6



**ENGLISH  
LANGUAGE  
LEARNERS**

#### Writing Writing

##### **Beginning**

Have students pull out only key words (e.g., *writing* or *taxes*) from text to include in their graphic organizer.

##### **Intermediate**

Provide students with teacher support for paraphrasing after they find the information in the text that they want to include in their graphic organizer.

##### **Advanced/Advanced High**

Have students work in heterogeneous small groups to complete the rest of the graphic organizer.

- As you are modeling with the “Homes” category, emphasize the importance of writing key information in the shortest form possible, and of paraphrasing, or writing the information in one’s own words.
- As you prompt students to begin working to complete the rest of the “Lords” column in this graphic organizer, remind them that text features, such as images and captions can provide details as well. Students should write the number of the page where they found each piece of evidence next to their paraphrased notes.

**Note:** This chart, with the inclusion of direct quotations from the text and suggested paraphrasing, is provided for teacher reference. As you model, you should read the direct quotation from the text and describe how to transform that quotation into a written paraphrase. Students should complete their graphic organizers with paraphrased notes from the text and page numbers indicating where the information came from.

| <b>Lords</b>    |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <b>Direct Quotation from Text</b>                                                                                                                                                                                                                                                                                           | <b>Suggested Paraphrase (Record the information in this column on the chart as you model.)</b>                                                                                 |
| Homes           | p. 10 “Lived in a relatively nice house”<br>p. 11 “Lived in his castle or manor house”                                                                                                                                                                                                                                      | castle or manor house (10)                                                                                                                                                     |
| Work            | p. 10 “Learned to read and write. . . . Learned to ride a horse. . . . Learned to become a skilled swordsman [if you were a boy]”<br>p. 12 “Serfs paid taxes to the lord. . . . The lord ran a mill and even charged his serfs a fee to grind their grain into flour”<br>p. 13 “The lord offered his protection [to serfs]” | learned many skills, such as reading and writing, riding a horse, etc. (10)<br>received taxes from serfs (12)<br>charged serfs for grinding flour (12)<br>protected serfs (13) |
| Clothing        | p. 10 “Enough . . . clothes to wear”<br>• Students can describe clothing from the image found on page 10. The importance here is the contrast with serfs.                                                                                                                                                                   | enough clothes, may be nice as well (10)                                                                                                                                       |
| Food            | p. 10 “Enough food to eat”                                                                                                                                                                                                                                                                                                  | plenty of food (10)                                                                                                                                                            |
| Amount of Power | p. 11 “Owned all the land around his home and often the nearby towns and villages, too. . . . Controlled the lives of most of the people who worked for him”                                                                                                                                                                | controlled land and towns near the castle (11)<br>controlled the people who worked on the land and lived in the towns (11)                                                     |

## Lesson Wrap-Up

- Ask students to summarize one piece of evidence obtained from the text and the way in which it was paraphrased. Ask students to explain how they used text features to identify important information.
- If necessary, you may allow students to complete the “Lords” column of the graphic organizer at the beginning of the next writing lesson. Or you may choose to assign the completion of the “Lords” column of the graphic organizer for homework.
- Students should keep this graphic organizer in a safe place to complete for homework and/or use in future lessons, or you may wish to collect these to store for use in future lessons.

~~~~~  
End Lesson
~~~~~

## Lesson 2: Lords and Serfs

# Take-Home Material

### READING

- Have students take home Activity Page 2.7 to read to a family member and then complete.

Activity Page 2.7





## 3

# Writing an Informative Paragraph about Lords

## PRIMARY FOCUS OF LESSON

### Reading

Students will explain the concept of feudalism as a way of life based on land ownership during the Middle Ages. **TEKS 4.6.G; TEKS 4.7.F**

### Writing

Students will draft an informative paragraph about the life of a lord during the Middle Ages that includes a topic sentence, detail sentences, transition words, and a concluding sentence. **TEKS 4.12.B**

## FORMATIVE ASSESSMENT

### Activity Page 2.6

**Accurate Supporting Details** Find two supporting details from the graphic organizer about lords to support the topic sentence of an informative paragraph. **TEKS 4.12.B**

**TEKS 4.6.G** Evaluate details to determine key ideas; **TEKS 4.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 4.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

## LESSON AT A GLANCE

|                                       | Grouping                   | Time    | Materials                                                                                                                                                                |
|---------------------------------------|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>              |                            |         |                                                                                                                                                                          |
| Close Reading: Chapter 2              | Whole Class/<br>Individual | 40 min. | <input type="checkbox"/> Answer Key for Activity Page 2.7<br><input type="checkbox"/> Reader                                                                             |
| Word Work: <i>Loyal</i>               | Whole Class/<br>Individual | 5 min.  | <input type="checkbox"/> Activity Page 2.7                                                                                                                               |
| <b>Writing (45 min.)</b>              |                            |         |                                                                                                                                                                          |
| Topic Sentence                        | Whole Class                | 10 min. | <input type="checkbox"/> Activity Page 2.6<br><input type="checkbox"/> Elements of an Informative Paragraph Poster<br><input type="checkbox"/> Paper for student writing |
| Detail Sentences and Transition Words | Whole Class/<br>Individual | 15 min. |                                                                                                                                                                          |
| Concluding Sentence                   | Whole Class                | 10 min. |                                                                                                                                                                          |
| Lesson Review and Wrap-Up             | Partner                    | 10 min. |                                                                                                                                                                          |

## ADVANCE PREPARATION

### Writing

- Create an enlarged version of the Elements of an Informative Paragraph Poster for display. You will reference this frequently throughout this unit. Alternatively, you can access a digital version in the digital components for this unit.

#### Elements of an Informative Paragraph:

- topic sentence (main point of your paragraph; introduces what you will describe)
- two or three detail sentences (uses five senses/sensory details and vivid language)
- concluding sentence (emphasizes the importance of topic from topic sentence)

#### Good Topic Sentences:

- specific subject
- specific attitude or feeling about the topic/why it is important enough to write about

#### Good Detail Sentences Include:

- sensory details: use “showing sentences” not “telling sentences”
- vivid language that gives reader picture in mind
- setting of topic/people’s feelings toward topic

#### A Good Concluding Sentence:

- retells topic sentence in a different way
- leaves reader with a BAM!/zinger/something memorable

- Display the enlarged version of the Lords and Serfs Graphic Organizer on Activity Page 2.6 to display for the duration of this unit. Alternatively, you can access a digital version in the digital components for this unit.

|                 | Lords | Serfs |
|-----------------|-------|-------|
| Homes           |       |       |
| Work            |       |       |
| Clothing        |       |       |
| Food            |       |       |
| Amount of Power |       |       |

## Universal Access

- Continue to display visual cues for the academic vocabulary words relevant to this chapter.
- Prepare yes/no questions about the chapter to support students in discussing the text. For example:
  - Did serfs own land?
  - Was there more food to eat in the winter?
  - Are freemen the same as serfs?
- Prepare heterogeneous student groupings/pairings based on past writing performance.

Start Lesson

## Lesson 3: Writing an Informative Paragraph about Lords Reading



**Primary Focus:** Students will explain the concept of feudalism as a way of life based on land ownership during the Middle Ages. **TEKS 4.6.G; TEKS 4.7.F**

### CLOSE READING: CHAPTER 2 (40 MIN.)

#### Review the Chapter

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 2.7, which was assigned for homework.
- Ask students if they have any questions about the excerpt “If You Were a Boy Serf.”
- Tell students they will reread chapter 2, “To the Manor Born.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - How were the lives of serfs and lords different from one another?

**TEKS 4.6.G** Evaluate details to determine key ideas; **TEKS 4.7.F** Use newly acquired vocabulary as appropriate.



Speaking and  
Listening  
Exchanging Information  
and Ideas

**Beginning**

Generate yes/no questions for students. For example, “Are serfs considered privileged?”

**Intermediate**

Encourage students to add to what others have said by asking if they agree with someone else’s answer. Prompt by asking, “Why?” or “Why not?”

**Advanced/Advanced High**

Use the Think-Pair-Share model before you call on a student who is still building their speaking skills to share their answer with the class. They will have more opportunities to form and practice their response.

ELPS 1.D; ELPS 2.D;

ELPS 2.E; ELPS 2.I;

ELPS 3.D; ELPS 3.E

Chapter 2

# To the Manor Born

**THE BIG QUESTION**  
How were the lives of serfs and lords different from one another?

If you lived during the Middle Ages, your life followed one of a few set paths. If you were the child of a king and a queen or a **lord** and a **lady**, you lived a **privileged** life. You had enough food to eat and clothes to wear. You lived in a relatively nice house. You had servants, too. You may have been one of the few who learned to read and write. You even learned to ride a horse. If you were a boy, you learned to become a skilled swordsman. Privileged girls may have learned to embroider, to dance, and to play a musical instrument.



Privileged family in the Middle Ages

Occasionally girls, too, learned to read. As a privileged child, you likely grew up to become a king or a queen, or a lord or a lady, yourself.

But most people in the Middle Ages were not privileged. In the early Middle Ages, nearly everyone in Europe worked on the land. Most farmworkers were called serfs. Serfs grew the food and tended to the livestock, or animals that fed the people. Some had more freedom than others and were called freemen. Serfs were at the bottom of the social order and had the least amount of power.

## Close Reading: “To the Manor Born”

- Read the title of the chapter together as a class: “To the Manor Born.” As you read portions of the chapter, pause to explain or clarify the text at each point indicated.
- Have students silently read the first paragraph on page 10.

Look at the sentence “If you lived during the Middle Ages, your life followed one of a few set paths.” The word *path* has a few different meanings. A path is an actual track on the ground on which people and animals can walk. As it is used in this sentence, however, it does not mean an actual track on the ground.

**Inferential.** How is the word *path* used in this sentence?

- » A path can also be a choice you make in life, such as the kind of job you do as an adult. The author is using this meaning of the word *path* in this sentence.

**Inferential.** What words or phrases provide clues to the meaning of *privileged*?

- » Possible clues in the text include: “enough food to eat and clothes to wear”; “relatively nice house”; “servants”; “one of the few who learned to read and write”; “learned to ride a horse”; “become a skilled swordsman”; “learned to embroider, to dance, and to play a musical instrument,” etc.

What clues do you get from the images on pages 10 and 11?

- » The people in the image on page 10 are dressed in nice clothes and are not working in the fields as are the serfs in the images on page 11.

- Have students read the second paragraph on page 10.

**Inferential.** The text says, “In the early Middle Ages, nearly everyone in Europe worked on the land.” The author uses the phrase *nearly everyone* to mean almost every person. “Worked on the land” means that they performed work outside, such as farming, tending to the animals, etc.; they did not work in a shop or a factory. What do you think the author means by “nearly everyone in Europe worked on the land”?

- » The author means almost everyone did some type of work that involved the land, such as farming or tending to the animals that were raised for food.

Serfs usually spent their entire lives working on a landowner's or lord's estate. In return for the work they did, the lord allowed serfs to use some of the land to grow their own food. The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the people who worked for him.



Serfs worked on the land throughout the year.

Serfs were not educated. They did not learn to read or write. If serfs wanted to travel to a nearby town, they needed permission from the lord. When serfs wanted to marry, the lord had the right to approve or disapprove of the match. When serfs had children, those children usually grew up to work as serfs for the same lord.

11

- Have students turn to page 11 and locate the final sentence of the first paragraph. Read that sentence aloud and then have students reread the sentence silently.

**Literal.** What does the word *controlled* mean in this sentence?

- » It means the lord had the power to tell the serfs what to do.

**Evaluative.** How were the lives of lords and serfs different from one another in the Middle Ages?

- » The lord was privileged and had power over his manor, the surrounding land, nearby villages, and all the people on his land and in the nearby villages. In contrast, there were many serfs, and they had low status and no power. They did as the lord told them.

In the Middle Ages, serfs worked on farmland that was divided into strips. The serfs spent about half of their time working for the lord. The rest of the time, they worked on the strips of land where their own crops were grown.

Most serfs lived in small, simple houses in or near a village. Their houses were made from wood and mud. The roofs were thatched, meaning they were made from rushes, or straw. They usually had just one room. Serfs slept on straw beds. Inside each house was a small fireplace for cooking. Smoke from the fire escaped through a hole in the roof.

The lord increased his wealth in many different ways. In addition to working the farmland for the lord, serfs paid taxes to the lord in the form of money, crops, and livestock. Sometimes the lord ran a mill and even charged his serfs a fee to grind their grain into flour.

If crops failed or illness struck, people during the Middle Ages struggled to survive. In times of hardship, the lord did not always come



12

- Have students silently read the third paragraph on page 12.

When the text says “serfs paid taxes to the lord,” it means they gave him money, crops, and livestock as payment for living on his land.

- Have students silently read the first sentence in the last paragraph on page 12.

**Inferential.** Based on the entire sentence, what do you think it means when the text says, “If crops failed”?

- » It means if crops did not grow and there was no food.

Which part of the sentence gives you a clue about the meaning of the phrase *crops failed*?

- » The phrase *people struggled to survive* gives a clue as to the meaning of the phrase *crops failed*.



to the aid of his serfs. Even when food supplies were low, serfs were not allowed to hunt in the lord's forests. However, to avoid starving, people sometimes hunted illegally. This was called poaching, and serfs who were caught poaching were severely punished.

Some farmworkers were freemen. Freemen were not under the same strict control of the lord. If a serf ran away from his home, and managed to live for a year and a day in a town without being found, he could become a freeman, too.

The Middle Ages was a violent time compared to how we live today. There were frequent wars and uprisings, including rebellions against the king by **rival** nobles. The need for armed protection shaped medieval society. Usually, high-ranking nobles swore their loyalty to the king and lords swore their loyalty to higher-ranking nobles. Freemen and serfs had to be **loyal** to their lord. In exchange for their loyalty, the lord offered his protection. If the lord needed to raise an army, he would require freemen on his estates to serve as foot soldiers.



### Challenge

Ask students to name other words or phrases that show contrast.

**Inferential.** The author says, “Even when food supplies were low, serfs were not allowed to hunt in the lord’s forests. However, to avoid starving, people sometimes hunted illegally.” The author uses the word *however* in the second sentence to signal a contrast or difference taking place. Taken together, what do these two sentences mean?

- » Although hunting in the lord’s forests was not allowed, serfs did hunt there some of the time so they wouldn’t starve.
- Have students read the last paragraph on page 13 silently.

**Inferential.** In this paragraph, the author describes the structure of society in the Middle Ages. How was medieval society structured?

- » It was structured so people at higher levels of the social structure (such as kings and nobles) provided protection to groups at a lower social level, and those at lower levels of the structure swore their loyalty to people at the higher levels of the structure.

Why was it structured in this way?

- » Medieval society was structured this way to address the need for armed protection because it was a violent time compared to how we live today.

### If You Were a Boy Serf

From an early age, you work a full day. You wake up just before sunrise and go to sleep when it is dark. For breakfast, you have rye bread and water, or perhaps watery ale. Even before the sun is fully risen, and regardless of the



Boy serf plowing fields

weather, you begin your work on the land. In springtime, you are busy plowing and planting seeds. You assist in the delivery of baby lambs and calves. At midday, you walk home for a simple meal of rye bread and maybe a small piece of cheese. After lunch, you return to work, cutting logs for the lord's fire.



Boy serf chasing birds away from crops

In the summer months, you tend to the crops you planted in the spring. You keep the hungry birds and insects away from the growing crops.

Autumn, the time to harvest crops, is perhaps the busiest time of all. You help your mother and sisters pick fruits and berries, which they preserve and store for the winter. Using a simple tool

14

- Read the first two sentences on page 14 aloud.

**Literal.** What did working a full day mean for a boy serf?

- » working from before the sun was fully risen until the sun was setting

- Direct students to the image at the bottom of page 14 and its caption.

**Inferential.** Based on what you read in the text, what season is shown in this image? How do you know?

- » Early summer; the caption says the boy is chasing the birds away from the crops, and the text says serfs kept hungry birds and insects away from crops in the summer. Because the crops are very small in the picture, it must be the early part of summer.



Boy serf harvesting grain

called a **scythe**, you harvest grain crops such as wheat, oats, rye, and barley. You help store the grain. A good harvest makes everyone, especially the lord, very happy. It means there is food to eat during the winter months. A good harvest is a time of celebration for all.

Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not. At times, your parents find it difficult to make ends meet. Even

if ice and snow lay upon the frozen earth, you still have jobs to do.

You have to feed and care for the livestock. You repair fences and barns. All the while, you continue to work on your family's strips of land. Each evening as the sun is setting, you return home quite exhausted. You end your day with a meal called pottage that your mother or sisters have prepared. Pottage is a vegetable stew with grain and a tiny piece of meat or fish in it. After a good night's sleep, you will wake up and do it all again!



Serf family eating a meal together

15

- Read aloud the first two sentences of the first full paragraph on page 15.

**Inferential.** The author says, “Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not.” The word *nevertheless* is used as a signal that, despite what was just described, something will happen. In this text, the two sentences say, “A good harvest is a time of celebration for all. Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not.” Taken together, what do these two sentences mean?

- » Although a good harvest is a positive thing and a cause for celebrating, serfs would still have many times in the winter when they were cold and hungry.

## Support

Point out that *nevertheless* is a word that shows contrast.

When the author says, “Your parents find it difficult to make ends meet,” he or she is using an idiom. In the Personal Narratives unit, we learned that an idiom is a phrase whose meaning is different from the literal meaning of the words used in the phrase. This phrase means they don’t always have enough money or food on which to live.

- Tell students that an idiom is a literary device. Remind students that they learned about literary devices in the Personal Narratives unit. Review that literary devices are types of figurative language to better explain an idea, bring more attention to a particular event, encourage the reader to feel a certain way, clarify a point, illustrate a scene, or add to a description. Authors also use literary devices simply to make the text more interesting or engaging.

## Medieval Musings

1. In the Middle Ages, a kind of food made from grain was used as a plate. What was it?

2. In the Middle Ages, people kept coins in clay pots. The pots were made from a type of clay called *pygg*. Today, many children place coins in a special container, the name of which originates in the Middle Ages. What is the container called?

3. A popular board game that is still played today arrived in Europe from Persia in the 800s. What is the name of that game? (Clue: Make sure you check your answer.)



Wealthy lords and ladies played games like this.

## Letter Quest

Stained-glass windows adorned medieval churches. Most people in the Middle Ages could not read and write. Stained-glass windows depicted stories from the Bible and helped to communicate Christian beliefs.

Look closely at this stained-glass window; a letter of the alphabet has been hidden for you to find. When you find it, record this letter on Activity Page 2.3. After you find all the letters in the Letter Quest activities, you will rearrange them to spell a word related to the Middle Ages.



17

## Discuss the Chapter and Wrap Up the Lesson

Ask students to provide a brief description contrasting the lives of serfs and lords.

- » Answers may vary, but should include the following information:
  - Lords were privileged and had more power than serfs.
  - Lords controlled their land, or manor, and those who lived on it, as well as surrounding villages and those who lived in them.
  - Lords allowed serfs to grow their own crops in return for growing crops for the lord and his family.
  - Lords received taxes from serfs and offered them protection.
  - Most people in the Middle Ages were serfs.
  - Serfs worked and lived on land owned by the lord and had little power.
  - Serfs lived difficult lives and endured hard daily work growing crops and tending to livestock.

### WORD WORK: *LOYAL* (5 MIN.)

1. In the chapter, you read, “Freemen and serfs had to be loyal to their lord.”
2. Say the word *loyal* with me.
3. *Loyal* means “showing complete faithfulness and support.”
4. Even when Charlotte made new friends at school, she remained loyal to her best friend, Olivia.
5. What are some examples of people or things that are loyal? Be sure to use the word *loyal* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I would describe \_\_\_ as being loyal” or “I think \_\_\_ is loyal because \_\_\_.”
6. What part of speech is the word *loyal*?
  - » adjective





### Check for Understanding

Ask students to discuss with a partner a time when they were loyal to someone or when someone was loyal to them. The teacher should circulate and listen to student anecdotes. If a student has a misconception about the word, ask them to listen to another student who has already demonstrated understanding of the word.

## Lesson 3: Writing an Informative Paragraph about Lords Writing



**Primary Focus:** Students will draft an informative paragraph about the life of a lord during the Middle Ages that includes a topic sentence, detail sentences, transition words, and a concluding sentence. **TEKS 4.12.B**

### TOPIC SENTENCE (10 MIN.)

- Tell students you will show them how to use their notes from the Lords and Serfs Graphic Organizer on Activity Page 2.6 to compose an informative paragraph describing the life of a lord during the Middle Ages.
- Note that students practiced writing descriptive personal narrative paragraphs as part of the Personal Narratives lessons. The basic elements of an informative paragraph are identical to those students practiced in the Personal Narratives lessons. The difference is that the informative paragraphs will be written using notes taken from the informational chapters in *Knights*, *Castles*, and *Chivalry*.
- Review the structure of an informative paragraph, using the Elements of an Informative Paragraph Poster.
- Model how to create a topic sentence using the information in the graphic organizer. Reference the charts and remind students that a topic sentence should include a specific subject important enough to write about. After students complete the “Lords” column of the graphic organizer, guide them to conclude that lords had power over serfs. This general summary statement about lords is an effective topic sentence because it helps the writer stay focused and write about one consistent topic in the paragraph.
- Remind students they can revise the topic sentence after the paragraph has been drafted, if needed.

**TEKS 4.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

### Activity Page 2.6



- A great sentence starter begins with the topic of this unit. Here are a few possibilities you could model by writing on the board/chart paper:
  - In Europe in the Middle Ages, lords were powerful members of society.
  - During the Middle Ages, lords had most of the money and power.
  - During the Middle Ages, lords controlled the land and the people who worked on it.
- Explain that a good topic sentence states the main idea of the paragraph.
- Prompt students to copy down their topic sentence on their paper before we move on.

## DETAIL SENTENCES AND TRANSITION WORDS (15 MIN.)

### Model Drafting Detail Sentences

- Next, model how to create detail sentences using notes from the Lords and Serfs Graphic Organizer. There are five categories on the graphic organizer (“Homes,” “Work,” “Clothing,” “Food,” and “Amount of Power”), but students should choose the three most interesting categories (those that have the most information next to them in the graphic organizer) to transform into detail sentences. For example, “Clothing” and “Food” have very few notes, so we would not choose those categories for our detail sentences. Circle the category labels “Homes,” “Work,” and “Amount of Power” on the displayed graphic organizer and tell students you will use these categories to inspire your detail sentences.
- Explain that because the notes in the graphic organizer are paraphrased fragments (in our own words), they must be transformed into sentences to become the three detail sentences: one about homes, one about work, and one about power.
- Remind students that complete sentences have subjects (who or what the sentence is about) and predicates (what the subject is doing). Sentence fragments can be transformed into sentences by the addition of the part of the sentence that is missing, either a subject or a predicate.
- Here are some example detail sentences you could model by writing on the board/chart paper:
  - In Europe in the Middle Ages, a lord was a powerful member of society. Lords lived in castles or manor houses (“Homes”).
  - They made money by collecting taxes from serfs and fighting other lords (“Work”).
  - They owned the land all around them and controlled the lives of the people who worked on the land (“Amount of Power”).



### Beginning

Have students collaborate with a teacher to produce two detail sentences in their informative paragraph. Ask, “How does this sentence relate to your topic sentence?”

### Intermediate

Put students in small heterogeneous groups or pairs to generate ideas for detail sentences.

### Advanced/Advanced High

Give sentence starters that incorporate transition words to provide support as students write their detail sentence independently. For example: “In addition to \_\_\_\_, lords \_\_\_\_.”

**ELPS 5.F**

- Model only one detail sentence.
- Prompt students to write two to three detail sentences following their topic sentence on their paper.
- Tell students that transition words and phrases are helpful for making sentences sound good together in a paragraph.
- Model adding the transition phrase *in addition* to the beginning of the detail sentence about work to emphasize how powerful lords were during the Middle Ages—so powerful that in addition to owning the land and controlling other people, they could make extra money by receiving taxes and fighting other lords. This also helps to vary how each sentence starts.
  - In Europe in the Middle Ages, a lord was a powerful member of society. Lords lived in castles or manor houses. They owned the land all around them and controlled the lives of the people who worked on the land. In addition, they made money by collecting taxes from serfs and fighting other lords.
- Provide time for students to add one to two transition words to their detail sentences on their paper.

### CONCLUDING SENTENCE (10 MIN.)

- Reference the chart and remind students a concluding sentence retells the topic sentence in a different way. The concluding sentence should be something that makes the reader remember the topic of the paragraph (what you are describing; in this case, lords in the Middle Ages). The following are a few possibilities for a concluding sentence you could model by writing on the board/chart paper:
  - Lords were high up in society.
  - Lords were powerful members of medieval society because they had most of the land and money.
  - Lords were more powerful than serfs because they had the right to control much of the serfs’ lives.
- Prompt students to finish their paragraph off with a concluding sentence on their paper.

## LESSON REVIEW AND WRAP-UP (10 MIN.)

- Read the drafted paragraph aloud and ask students to describe the elements of the informative paragraph you drafted, using the poster as a guide.



### Check for Understanding

Have students trade their papers with a peer and check their peer's work against the Elements of an Informative Paragraph Poster. Ask them to label the topic sentence, detail sentences, transition words, and concluding sentence. The teacher will schedule a writer's conference with the students who did not (or did not accurately) include all necessary elements in their paragraph.

- If time allows, you may choose to have students begin taking notes in the "Serfs" column of their graphic organizers. Students will have time in the next writing lesson to work on the "Serfs" column of the graphic organizers.

End Lesson

## 4

# Knights and Castles

## PRIMARY FOCUS OF LESSON

### Reading

- Students will refer to details and examples in the text when explaining why knights and castles were needed in the Middle Ages. **TEKS 4.7.C; TEKS 4.6.G**

### Grammar

- Students will form and use prepositional phrases. **TEKS 4.11.D.vi**

### Morphology

- Students will use their knowledge of the prefixes *un-* and *non-* and root words to read and determine the meaning of unfamiliar words. **TEKS 4.2.A.iv; TEKS 4.3.C**

### Writing

- Students will use a graphic organizer to produce clear and coherent writing that contrasts the life of a serf and that of a lord. **TEKS 4.7.E; TEKS 4.12.B**

## FORMATIVE ASSESSMENT

- Activity Page 4.2** **Gloomy Castles and Jousting Knights** Work in small groups to answer questions about chapter 3, “Gloomy Castles and Jousting Knights,” and cite textual evidence. **TEKS 4.7.C**
- Activity Page 4.4** **Practice Nouns and Adjectives** Discover the function and relationships of nouns and adjectives by identifying them in sentences. **TEKS 4.11.D.vi**
- Activity Page 4.5** **Practice Using Prefixes *un-* and *non-*** Use knowledge of the prefixes *un-* and *non-* and root words to read and determine the meaning of unfamiliar words. **TEKS 4.2.A.iv; TEKS 4.3.C**
- Activity Page 2.6** **Graphic Organizer: Lords vs. Serfs** Use a graphic organizer to produce clear and coherent writing that contrasts the life of a serf and that of a lord. **TEKS 4.12.B**

- TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.6.G** Evaluate details to determine key ideas; **TEKS 4.11.D.vi** Edit drafts using English conventions, including: prepositions and prepositional phrases; **TEKS 4.2.A.iv** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 4.3.C** Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*;

## LESSON AT A GLANCE

|                                        | Grouping                                 | Time    | Materials                                                                                                                                   |
|----------------------------------------|------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>               |                                          |         |                                                                                                                                             |
| Introduce the Chapter                  | Whole Class                              | 10 min. | <input type="checkbox"/> Reader<br><input type="checkbox"/> Activity Pages 4.1 and 4.2                                                      |
| Small-Group Reading: Chapter 3         | Small Group                              | 20 min. |                                                                                                                                             |
| Discuss the Chapter and Lesson Wrap-Up | Partner/Whole Class                      | 10 min. |                                                                                                                                             |
| Word Work: <i>Influential</i>          | Whole Class                              | 5 min.  |                                                                                                                                             |
| <b>Language (30 min.)</b>              |                                          |         |                                                                                                                                             |
| Grammar                                | Whole Class/<br>Individual or<br>Partner | 15 min. | <input type="checkbox"/> Nouns and Adjectives Poster<br><input type="checkbox"/> Activity Pages 4.3–4.5                                     |
| Morphology                             | Whole Class/<br>Individual or<br>Partner | 15 min. |                                                                                                                                             |
| <b>Writing (15 min.)</b>               |                                          |         |                                                                                                                                             |
| Practice Taking Notes                  | Whole Class/<br>Individual               | 15 min. | <input type="checkbox"/> Activity Page 2.6<br><input type="checkbox"/> Reader<br><input type="checkbox"/> Lords and Serfs graphic organizer |
| <b>Take-Home Material</b>              |                                          |         |                                                                                                                                             |
| Reading                                |                                          |         | <input type="checkbox"/> Activity Page 4.6                                                                                                  |

**TEKS 4.7E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

**TEKS 4.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

## ADVANCE PREPARATION

### Language

#### Grammar

- Write the following sentences on the board/chart paper:
  - Castles were cold and gloomy places.
  - An orange fire glowed inside the dark castle.
  - Small windows and tiny candles offered little light.
  - The first castles were wooden forts.
  - The moat was a deep trench.

#### Writing

- Create an enlarged version of the Lords and Serfs Graphic Organizer on Activity Page 2.6 to display with the “Lords” column completed during Lesson 2.

|                 | Lords                                                                                                            | Serfs |
|-----------------|------------------------------------------------------------------------------------------------------------------|-------|
| Homes           | castle or manor house                                                                                            |       |
| Work            | received taxes from serfs<br>charged serfs for grinding flour<br>fought other lords                              |       |
| Clothing        | nice clothes                                                                                                     |       |
| Food            | enough food                                                                                                      |       |
| Amount of Power | controlled land and towns near the castle<br>controlled the people who worked on the land and lived in the towns |       |

#### Universal Access

- Plan small groups for the reading activity based on the recommendations in the “Establish Small Groups” section of the Teacher Guide for the Reading portion of this lesson.
- Prepare visual cues for the academic vocabulary words relevant to this chapter.

## ACADEMIC VOCABULARY

**armor, n.** a protective covering used to keep a person safe from injury during battle (armored)

**esteemed, adj.** highly regarded; admired

**influential, adj.** having power to change or affect important things or people

**title, n.** a name that describes a person’s job or status

**aspiring, adj.** hoping to be or become something

**enclose, v.** to surround; close in (enclosed)

**siege, n.** a situation in which soldiers or police officers surround a city or building to try to take control of it

### Vocabulary Chart for Chapter 3 “Gloomy Castles and Jousting Knights”

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                        |
|----------------------------------------|---------------------------------|---------------------------------------------------------|
| Core Vocabulary                        | armor<br>siege                  | esteemed<br>influential<br>title<br>aspiring<br>enclose |
| Multiple-Meaning Core Vocabulary Words |                                 | title                                                   |
|                                        |                                 |                                                         |
| Sayings and Phrases                    |                                 |                                                         |

### Spanish Cognates for Academic Vocabulary in the Middle Ages

estimado (esteemed)  
influyente (influential)  
título (title)



## Lesson 4: Knights and Castles

# Reading



**Primary Focus:** Students will refer to details and examples in the text when explaining why knights and castles were needed in the Middle Ages. **TEKS 4.7.C; TEKS 4.6.G**

### INTRODUCE THE CHAPTER (10 MIN.)

- Tell students they will read chapter 3, “Gloomy Castles and Jousting Knights.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- In this chapter, students will learn about knights and castles and their roles in the Middle Ages.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *armor*.
- Have them find the word on page 18 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader to locate *armor*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 4.1 while you read each word and its meaning.

**armor, n.** a protective covering used to keep a person safe from injury during battle (armored)

**esteemed, adj.** highly regarded; admired

**influential, adj.** having power to change or affect important things or people

**title, n.** a name that describes a person’s job or status

**aspiring, adj.** hoping to be or become something

**enclose, v.** to surround; close in (enclosed)

### Activity Page 4.1



**TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.6.G** Evaluate details to determine key ideas.

**siege, n.** a situation in which soldiers or police officers surround a city or building to try to take control of it

- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
  - Why was there a need for knights and castles during the Middle Ages?

### Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:
  - Small Group 1: This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students may complete Activity Page 4.2 with your support during reading.
  - Small Group 2: This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 4.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 4.2 correctly.

### SMALL-GROUP READING: CHAPTER 3 (20 MIN.)

- The following guided reading supports are intended for use with Small Group 1.
- Remind students, particularly those in Small Group 2, that if they complete the reading and Activity Page 4.2 before you call the class back together, they may research the answers to the Medieval Musings on page 27 of the Reader, as well as any other Medieval Musings in previous chapters. They may also do the Letter Quest activity on that page and record their answer on Activity Page 2.3.



**ENGLISH  
LANGUAGE  
LEARNERS**

Speaking  
and Listening  
Interacting via  
Written English

#### Beginning

As students collaborate with peers on joint writing assignments (Activity Page 4.2), provide sentence stems to ensure that students are writing in complete sentences.

#### Intermediate

Encourage students to create roles for members of their collaborative group that allow them to work with their strengths.

#### Advanced/Advanced High

The teacher or a peer can prompt students to reread their answers to ensure that the language is clear, and provide individualized feedback.

**ELPS 1.D; ELPS 2.C;  
ELPS 2.I; ELPS 3.E;  
ELPS 4.F**

#### Activity Page 4.2



#### Activity Page 2.3



## Chapter 3

# Gloomy Castles and Jousting Knights

**THE BIG QUESTION**  
Why was there a need for knights and castles during the Middle Ages?

Whether rich or poor, young men in the Middle Ages learned how to use a weapon of some kind. Rivalries between nobles, wars with other nations, even violence between neighbors required that they be able to fight. When a lord needed to raise an army, he turned to those he governed.

In the Middle Ages, ordinary foot soldiers were trained to fight with an axe and a long spear called a pike. Others were trained to be skillful archers and crossbowmen. Some foot soldiers might have worn chainmail, an early form of metal **armor**, but most had padded coats and carried daggers. However, the most **esteemed** soldiers were knights.



Crossbowman and pikeman

18

- Read the first paragraph on page 18 aloud.

**Inferential.** What was happening in the Middle Ages that often required young men to become fighters?

- Have students record the answers to question 1 on Activity Page 4.2.
  - » There were rivalries among nobles, wars with other nations, and violence among neighbors.
- Point out that the root word for *rivalries* is *rival*, which they learned in an earlier lesson. Remind students that *rival* is an adjective, as in *rival nations*, meaning “competing nations,” and explain that *rivalries* is a noun, meaning “competitions” or “conflicts.”

**Literal.** Read the second paragraph on page 18. Remind students to use headings, subheadings, images, and captions to better understand the text. These features help to organize and better explain the information in the chapter. Point to the images on pages 18 and 19, and ask students to read the captions and, using information provided in the text, identify items used for protection.

» pike, chainmail, crossbow, armor

**Inferential.** Reread the last sentence in the second paragraph on page 18. The use of *however* in this sentence tells the reader that the author is about to introduce information that contrasts with the information in the paragraph about ordinary soldiers. A knight who was esteemed would have been highly regarded or admired, unlike most ordinary soldiers. Would that make him higher or lower than a serf in the feudal system?

» higher



Knight in suit of armor riding armored horse

Knights were soldiers who fought on horseback, and sometimes on foot, for their lord. If you wanted to be a

knight, you had to be able to afford horses and armor. You also had to find someone willing to train you. Because it was very expensive to become a knight, these mounted warriors were usually sons of wealthy, **influential** members of society.

Being a knight was one way of making a fortune. If you were involved in successful battles and wars, you might receive money or land as payment for your services. Sometimes a king might also reward you with a **title**. Having a title usually meant that you were an influential member of society. Knights also made money by looting and by holding certain people for **ransom**.

19

- Read the first paragraph on page 19.  
**Evaluative.** What are two differences between foot soldiers and knights?
- Have students record the answers to question 2 on Activity Page 4.2.
  - » Answers will vary but may include the following:
    - Foot soldiers did not fight on horseback; knights did.
    - Most foot soldiers had padded coats; knights wore metal armor.
    - Foot soldiers did not receive much training; knights were better trained.
- Read the last paragraph on page 19.

- Explain that the word *title* has several meanings. Students will be most familiar with the definition “the name given to a book, movie, play, etc.” A title is also the word or name given to a person based on his or her job or status. This is the way the word *title* is used here.

**Evaluative.** Point out the armor on the knight and on the horse in the image. Armor protected knights and their horses from harm. Have students describe the differences between the armor of the ordinary foot soldiers on page 18 and the armor on the knight on page 19. What does the difference in armor tell you about who could become a knight in the Middle Ages?

- » Knights had better armor and fought on horseback, both of which were expensive, so knights had to be from wealthy families.

## If You Were A Knight



Young boy training to be a knight

Your training to become a knight begins at a young age. You leave home to live with a family friend or relative who has agreed to train you. In the first several years of your training, you help to dress and to serve the lord. You are known as a page. During these early years as an **aspiring** knight, you probably learn to use a sword, to ride a horse, and to wield a lance, or long wooden pole with a metal tip. Later, when you are ready to learn more challenging skills, you become a squire.

Although you are still a servant, as a squire you are now responsible for grooming and saddling the lord's horses. You are also responsible for cleaning and polishing his armor. You learn how to fight while riding a horse. You learn to use other weapons, including a heavier lance. This part of your training lasts for several years.



Squires learned to fight with swords.

20

- Have a student read the first paragraph on page 20. Then have students flip back to the image on page 19. Explain that the knight in the image on page 19 is holding a lance, which is mentioned in the paragraph they just read on page 20.

**Inferential.** Based on the way it is used in this paragraph, what do you think the word *aspiring* means?

» “hoping to become a knight”

**Inferential.** Read the second paragraph on page 20 aloud. To groom and saddle a horse means to clean and care for it and to put a saddle on its back. What are some differences between a page and a squire?

- » A squire had more responsibility than a page, and he learned more challenging skills.

**Literal.** How did each step in a knight's training prepare him for knighthood? Have students record the answers to question 3 on Activity Page 4.2.

- » They left their homes at a young age. This prepared them because it took many years to become a knight, so they had to start at an early age.

They learned to use a sword, ride a horse, and wield a lance. These are some of the basic skills a knight would use, and they had to learn them before moving on to more challenging skills.

They later learned to fight while riding a horse and carrying a heavier lance. As a knight, a young man would be required to fight on horseback while carrying a heavy lance.

## Challenge

Ask students to identify the sentence or words from p. 20 that helped them identify differences between pages and squires.

## Support

Ask leading questions, such as “What kinds of tasks does a page perform?” to help students think about the differences between these jobs.



If you are a successful squire, you might be knighted by the lord. In what is called the dubbing ceremony, the lord taps you on the shoulder with the flat part of his sword. Then, a priest might bless you with a prayer.



King knighting a squire

### The Way of the Knight



Knights were supposed to be brave in battle.

In France in the 1100s and 1200s, certain expectations about how knights should behave in society were developed. The term *chivalry*, which refers to a warrior horseman or knight, became the term used to describe these expectations. These ideas of chivalry spread to other European countries. Knights were expected to serve their

lord. They were required to honor and protect the Church and weaker members of society. They were also expected to treat other knights captured in battle as honored guests until a ransom was received. Sometimes it took months before a captured knight's family paid up. Once payment was received, the captured knight was free to go home.



A knight was expected to guard and protect weaker members of society.

21

**Literal.** Have a student read the first paragraph on page 21. What was the purpose of the dubbing ceremony, and what took place during it?

- » It was the ceremony during which a young man became a knight. The lord would tap the knight on the shoulder with the flat part of his sword, and a priest might bless the knight with a prayer.

**Literal.** Read the paragraph in the text box titled “The Way of the Knight.” What is chivalry?

- » Chivalry refers to the way knights were expected to behave.

## Charge!

Knights could prove their strength and abilities by taking part in jousting matches. Jousting matches were mock, or pretend, battles between two or more knights. Knights rode horses, wore full armor, and carried lances. Those who took part in jousts did so to gain respect and possibly a generous prize. For the privileged, attending the jousting matches was considered to be a day of excitement and entertainment.



Jousting was a popular sport.

It was very much like watching a football or baseball game today. When the joust began, the knights charged at each other. With the aid of a lance, each knight attempted to knock his opponent off his horse.



Knights competing in a joust

22

How were knights expected to behave?

- » Knights were expected to serve their lord; honor and protect the Church and weaker members of society; treat knights captured in battle as honored guests.

**Inferential.** Read page 22 aloud. Explain that the word *charge* has several meanings. One meaning of the word *charge* is “to supply with power or energy.” The word *charge* here means “to rush toward something.” Why is this section of text titled “Charge!”?

- » In a jousting match, knights would rush toward each other with lances.

**Literal.** Why would a knight take part in a jousting match?

- » He could prove his strength and fighting abilities; he could gain respect; he could win a generous prize.

**Inferential.** You read that knights fought in jousting matches and that other people came to watch the matches. How did those spectators feel about attending the matches?

- » Spectators liked watching the matches because they were exciting events.

Which statement from the text best supports the answer to this question? Have students record the answers to question 4 on Activity Page 4.2.

- » “For the privileged, attending the jousting matches was considered to be a day of excitement and entertainment.”

### Cold, Dark, and Gloomy

Many kings and nobles lived in castles. Castles provided the inhabitants, or people who lived there, with a certain amount of protection from the enemy. They were also fairly safe places to store weapons and food supplies. The first castles were wooden forts. Later, people built stronger castles made of stone.



Modern reconstruction of wooden castle



Stone castle in France

Castle walls sometimes **enclosed** a series of small buildings, like a little town. The castle had a water supply within the walls. Residents also needed a good supply of food inside so they could withstand a **siege**. For added protection, some castles were surrounded by moats. The moat was a deep trench, often filled with water.

Sometimes there was a drawbridge that could be raised or lowered. Over time, castles became more elaborate with interior courtyards, living quarters for soldiers, and stables.

By today's standards, life in a castle was not very pleasant. Castles were cold and gloomy. They were designed for protection, not comfort. Most castles had only a few rooms. There was typically a Great Hall, a kitchen, and two or three private chambers, or rooms, for the lord and his family. There was no bathroom, just a tiny alcove that jutted out of the castle wall. The contents of the toilet emptied into the moat or a pit directly below. Can you imagine the smell?



Castle in England with moat

23

- Have a student read the first paragraph on page 23. In this paragraph, the word *store* means “to put away for future use.”

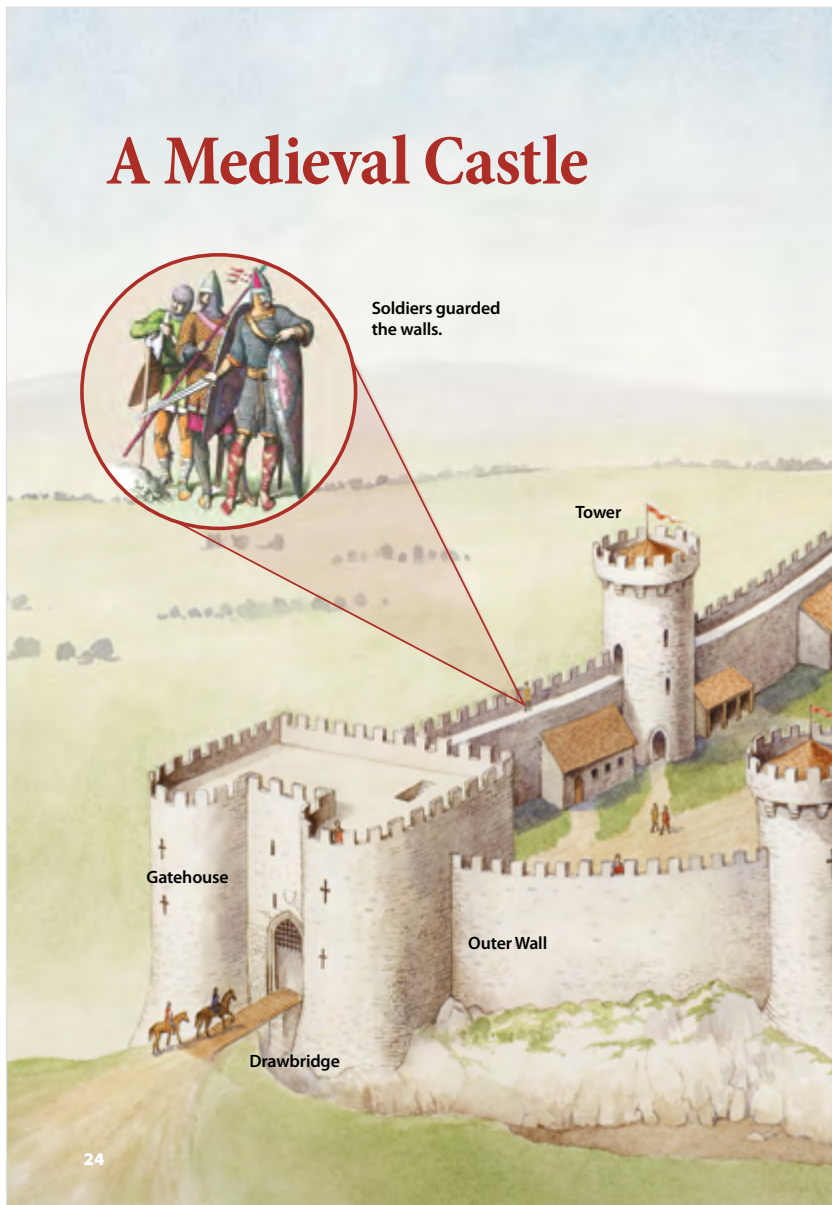
**Literal.** Read the last two paragraphs on page 23. Find three pieces of evidence from the text that demonstrate how a castle might protect its inhabitants from an enemy siege. Have students record the answers to question 5 on Activity Page 4.2.

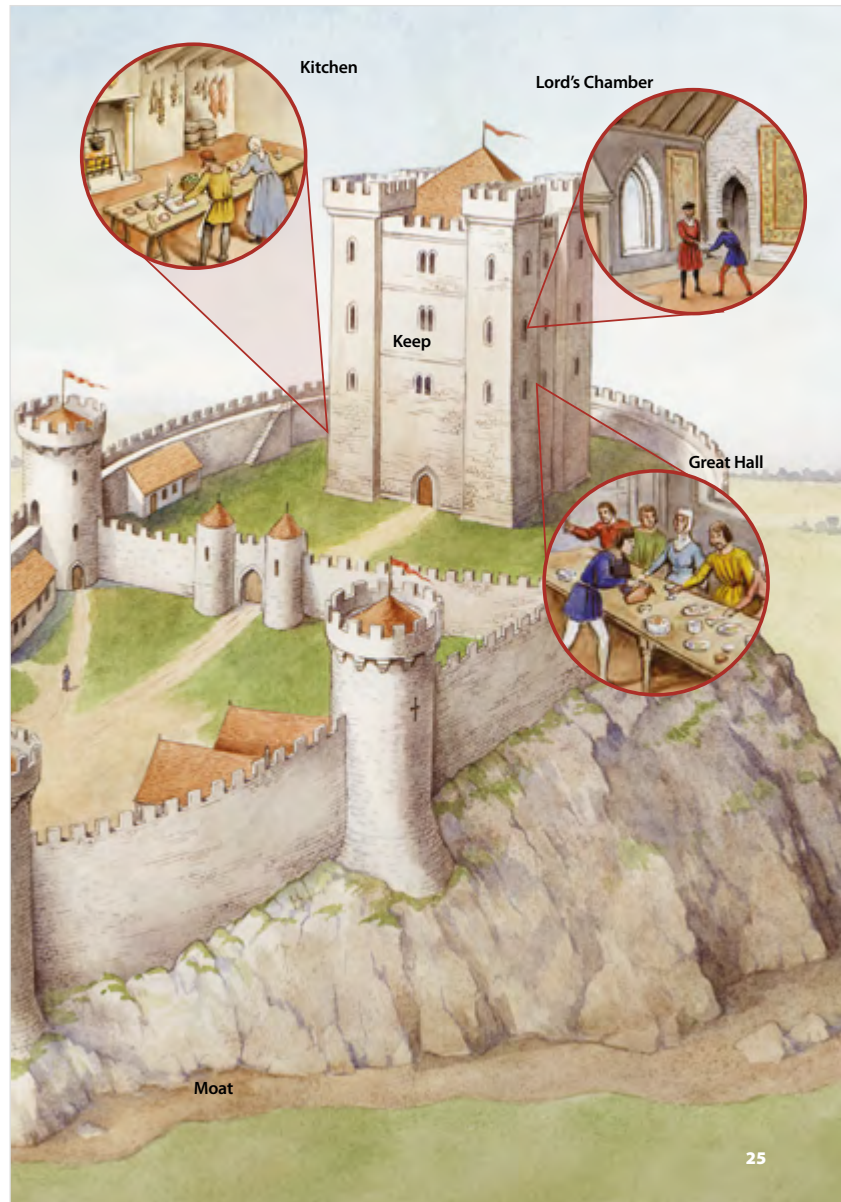
- » A castle had its own water supply; a drawbridge could be raised to prevent enemies from entering the castle; a moat, often filled with water, would be difficult to cross to reach the castle.

**Literal.** Do you think castles were built more for comfort or for protection? Cite evidence from the text to support your response.

- » They were built more for protection. They were often made of stone, which was strong but not comfortable, and many of the features of a castle were meant for protection, including the moat and the drawbridge.

# A Medieval Castle





**Inferential.** How does this image help you to visualize the following sentence?  
“Castle walls sometimes enclosed a series of small buildings, like a little town.”

- » Answers may vary but should use evidence from the image such as the high stone walls surrounding the castle, the individual buildings lining the interior of the wall, and the castle itself.



A castle's Great Hall had many uses.

The Great Hall was where family members and their guests gathered. Meals were served in the Great Hall. Entertainers performed there, and guests and even servants slept there. Buckets of hot coals or fireplaces provided the fire needed for heat and cooking. Small windows and candles offered little light.

Traveling storytellers, minstrels, and troupes of actors often visited a castle. Quite often, jesters lived in the castle, ready to perform whenever requested. Noble children and adults in the Middle Ages enjoyed music and dancing. They played outdoor sports as well. Tennis, croquet, and bowling all began as lawn games during this period in history.



Medieval musicians

26

- Read page 26 aloud.

**Literal.** What took place in the Great Hall in a castle?

- » Family members and guests gathered in the Great Hall for meals and entertainment, and servants slept there.

**Evaluative.** Based on what you learned in previous chapters about the differences between serfs and privileged people, such as noblemen and noblewomen, why do you think serfs and their children would likely not have been able to enjoy music and dancing?

- » Answers will vary but may include the fact that the serfs would have been too busy completing all the work they had to do for the lords and would not have had time for music and dancing.



## Medieval Musings

1. The invention of new weapons brought an end to the era of knights and jousting. What were these noisy weapons called?
2. If a knight dishonored himself in some way by being disloyal or dishonest, he stood trial before a very important member of society. Who would have been his judge?

## Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



27

- As time permits, you may have students conduct independent research to find the answers to the questions posed in the Medieval Musings. They may also find the hidden letter in the Letter Quest and record it on Activity Page 2.3.

## DISCUSS THE CHAPTER AND LESSON WRAP-UP (10 MIN.)

**Note:** Question 1 relates to The Big Question for this chapter.

- Use the following questions to discuss the chapter:
- 1. **Inferential.** Why was there a need for knights and castles during the Middle Ages?
  - » There were rivalries among nobles, wars with other nations, and violence among neighbors that created a need for protection.
- 2. **Inferential.** Indicate two ways in which foot soldiers and knights were different.
  - » different clothing; different weapons; knights were more esteemed
- 3. **Inferential.** Describe at least two features of a castle that let you know it was built more for protection than for comfort.
  - » enclosed within walls; had its own food and water supplies to withstand a long siege; often surrounded by a moat with a drawbridge
- Have students take home Activity Page 4.6, an excerpt from “Gloomy Castles and Jousting Nights,” to read to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.

## WORD WORK: INFLUENTIAL (5 MIN.)

1. In the chapter, you read, “Because it was very expensive to become a knight, these mounted warriors were usually sons of wealthy, influential members of society.”
2. Say the word *influential* with me.
3. *Influential* means “having power to change or affect important things or people.”
4. The mayor is a very influential person who was able to convince almost everyone in our town to support the new recycling program.
5. Can you think of someone who is influential? Who has been influential in your life? Try to use the word *influential* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_ is influential/has been influential in my life because \_\_\_.”
6. What part of speech is the word *influential*?
  - » adjective

- Use a Making Choices activity for follow-up.
  - Say, “I am going to read several sentences. If the sentence I read is about someone who is influential, say, ‘\_\_\_ is/was influential.’ If the sentence I read is not an example of someone who is influential, say, ‘\_\_\_ is/was not influential.’”
1. Ms. Pascqual convinced the town’s mayor to put in a new stop sign at the busy intersection. Is Ms. Pascqual influential?
    - » Ms. Pascqual is influential.
  2. The little boy tried to convince his mother to let him stay up late to watch a movie, but she said no. Is the boy influential?
    - » The boy is not influential.
  3. Having written the Declaration of Independence, Thomas Jefferson helped shape the early years of our country. Was Thomas Jefferson influential?
    - » Thomas Jefferson was influential.
  4. The little girl asked multiple times if she could eat a cupcake before dinner because she finished her homework, but her parents would not let her. Is the girl influential?
    - » The girl is not influential.

## Lesson 4: Knights and Castles

# Language




### GRAMMAR (15 MIN.)

**Primary Focus:** Students will form and use prepositional phrases.

 **TEKS 4.11.D.vi**

### Practice Nouns and Adjectives

- Direct students to Activity Page 4.3. Refer to the sentences you wrote in advance on the board/chart paper.
- Tell students you will read sentences, pointing to each word in the sentence. Students should hold up either the “Noun” or the “Adjective” side of their paper to designate the part of speech of each word you point to. If the word is neither a noun nor an adjective, students should not hold up anything.

 **TEKS 4.11.D.vi** Edit drafts using standard English conventions, including: prepositions and prepositional phrases.

Activity Page 4.3



- Tell students they will practice with the first sentence by listening to you read it twice.
- Read the following sentence from the board/chart paper to students:
  - Castles were cold and gloomy places.
- Read it again slowly, pausing and pointing to specific words so students can hold up the correct part of speech. (nouns: castles, places; adjectives: cold, gloomy)
- Repeat the procedure with the remaining sentences:
  - An orange fire glowed inside the dark castle. (nouns: fire, castle; adjectives: orange, dark)
  - Small windows and tiny candles offered little light. (nouns: windows, candles, light; adjectives: small, tiny, little)
  - The first castles were wooden forts. (nouns: castles, forts; adjectives: first, wooden)
  - The moat was a deep trench. (nouns: moat, trench; adjective: deep)
- Have students complete Activity Page 4.4 for homework.

## Prepositions and Prepositional Phrases

- Tell students that they will be learning about a part of speech called the preposition.
- Write *Where?* on the board and tell students that today they will focus on prepositions that answer *where* questions.
- Hold up a book with a pencil above it and ask students where the pencil is in relation to the book.
  - above the book or on top of the book
- Move the pencil to underneath the book and repeat the question.
  - » below or under the book
- Write *above* and *under* on the board under *where?*.
- Ask students for other words that could describe where a pencil is in relation to a book.
  - Answers will vary but may include: *on, in, inside, outside, behind, in front of, over, beside, next to, between, near, etc.*
- List students' answers on the board under *where?*
- Tell students that in full sentences, prepositions are usually part of prepositional phrases, which are made up of a preposition followed by one or more other words.



### Beginning

Give students one noun (e.g., *castle*) and then, using a relevant picture from the Reader, have them add an adjective that describes the noun.

### Intermediate

Have students expand nouns by prompting them to use the context of the sentence instead of a picture to add an adjective.

### Advanced/Advanced High

Coach students to use the new adjective they learned, *influential*, to describe a noun in a sentence before they begin Activity Page 4.4 independently.

**ELPS 3.D**

- Write *The pencil is inside the book* on the board. Ask students to identify the preposition in the sentence.
  - » inside
- Underline the word *inside*, and then circle the words *inside the book*. Tell students that *inside the book* is a prepositional phrase.
- Direct students to the list of prepositions on the board. Have them take out a sheet of paper and write three sentences containing prepositional phrases.
- Break the class into pairs and have students exchange their sentences with a partner. Then have them circle the prepositions and underline the prepositional phrases in their partners' sentences.
- Have some students share their sentences with the class and ask others to identify the prepositions and prepositional phrases in the sentences.

## MORPHOLOGY (15 MIN.)

**Primary Focus:** Students will use their knowledge of the prefixes *un-* and *non-* and root words to read and interpret unfamiliar words. **TEKS 4.2.A.iv; TEKS 4.3.C**

### Introduce Prefixes *un-* and *non-*

- Review the definition of prefix: a prefix is a syllable or syllables placed at the beginning of a root word that changes the meaning of the root word.
- Briefly review the prefixes *un-* and *non-*, reminding students that both prefixes mean “not.”
- Remind students that the prefixes *un-* and *non-* are added to root words that are adjectives. The prefixes *un-* and *non-* do not change the part of speech of the words; the new words are still adjectives.
- Tell students you will give them two word choices. Then you will read a sentence, and students must decide which of the word choices the sentence demonstrates.
- Practice with the following example:
  - Familiar or unfamiliar? You are meeting someone for the first time.
- Ask students if the sentence relates to the word *familiar* or *unfamiliar*. (*unfamiliar* because you have never met the person before)

**TEKS 4.2.A.iv** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes;  
**TEKS 4.3.C** Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, *meter*.

- Continue with the remaining examples.
  - *Happy or unhappy?* The hot sun melted my ice cream before I could eat it. (*unhappy*)
  - *Equal or unequal?* The pizza was cut into eight slices that were the same size. (*equal*)
  - *Common or uncommon?* All of the kids in the class wore the same color shirt. (*common*)
  - *Verbal or nonverbal?* Diana put a finger to her lips to signal that we should be quiet. (*nonverbal*)
  - *Threatening or nonthreatening?* The clouds in the sky were dark and the air smelled damp. (*threatening*)
- Have students turn to Activity Page 4.5. Briefly review the directions and, if time permits, tell students to complete it. If there is not time to complete it during class, students should complete it for homework.

#### Activity Page 4.5

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## Lesson 4: Knights and Castles

# Writing



**Primary Focus:** Students will use a graphic organizer to produce clear and coherent writing that contrasts the life of a serf and that of a lord. **TEKS 4.7.E; TEKS 4.12.B**

### PRACTICE TAKING NOTES (15 MIN.)

#### Activity Page 2.6



**ENGLISH  
LANGUAGE  
LEARNERS**



Writing  
Writing

#### Beginning

Have students pull out only key words from the text to include in the graphic organizer (e.g., writing, taxes, etc.).

#### Intermediate

Provide students with teacher support for paraphrasing after they find the information they want to include in their graphic organizer.

#### Advanced/Advanced High

Have students work in small, heterogeneous groups to complete the rest of the graphic organizer. Students who struggle can rely on peer support.

**ELPS 1.C; ELPS 5.B**

- Have students turn to Activity Page 2.6. They have already completed the “Lords” column of the graphic organizer. Tell them they will now complete the “Serfs” column.
- Remind students that the Middle Ages text they have been reading is informational text and that many text features (headings, captions, etc.) are helpful in navigating the text. Tell students that the images in a chapter can also be useful in locating information, as the images often relate to the text around them.
- As you model the process of scanning the text, have students follow along in their Readers while you think aloud. Periodically call attention to the use of nouns and adjectives as you model the process of scanning a text.
- Note that the first category on the graphic organizer is “Homes.” Explain that, in order to take notes about the types of homes serfs generally lived in during the Middle Ages, students must scan the text and images for key words and specific information. (For example, you might say something like “First I am going to look for information about how serfs lived during the Middle Ages, particularly about their homes. Some of this information will come from the text, whereas other information might come from the images. Scanning the chapter, I see the image of homes at the bottom of pages 12 and 13, and note that the second paragraph on page 12 discusses serfs’ homes, so I will start there.”)
- As time allows, model how to complete the “Serfs” column of the graphic organizer. Emphasize the importance of writing key information in the shortest form possible and of paraphrasing, or writing the information in students’ own words. Remind students that images and captions can provide details as well. Students should write the page numbers of each piece of evidence next to their paraphrased notes. The following chart shows suggested paraphrasing of relevant passages from the text.

**TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

**Note:** The chart, with the inclusion of direct quotations from the text and suggested paraphrasing, is provided for teacher reference. As you model, you should read the direct quote from the text and describe how to transform that quotation into a written paraphrase. Students should complete their graphic organizers with paraphrased notes from the text and page numbers indicating where the information came from.

| Serfs           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                        |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|                 | Direct Quote from Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested Paraphrase                                                                                                   |
| Homes           | <p>page 12:<br/>           “small, simple houses . . . made from wood and mud. The roofs were thatched . . . made from rushes, or straw . . . [Houses] had just one room [and] straw beds.”</p> <p>Students can describe from images on pages 12 and 13.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>page 12:<br/>           simple one-room mud houses with straw roofs</p>                                             |
| Work            | <p>page 10:<br/>           “worked on the land . . . grew the food and tended to the livestock, or the animals that fed the people”</p> <p>page 11:<br/>           “spent their entire lives working on a landowner’s estate . . . use some of the land to grow their own food”</p> <p>page 12:<br/>           “paid taxes in the form of money, crops, and livestock . . . charged [by lords] to grind their grain into flour”</p> <p>page 14:<br/>           “work on the land . . . plowing and planting seeds . . . cutting logs for the lord’s fire”</p> <p>page 15:<br/>           “harvest grain crops . . . store the grain . . . feed and care for livestock . . . repair fences and barns”</p> | <p>pages 10–12, 14, and 15:<br/>           worked all of the time to grow food for the lord and for their families</p> |
| Clothing        | <p>Students can describe from images on pages 11–15.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>pages 11–15:<br/>           simple clothing</p>                                                                     |
| Food            | <p>pages 12–13:<br/>           “struggled to survive . . . food supplies were low . . . hunted illegally . . . severely punished [if caught]”</p> <p>page 14:<br/>           “rye bread and water, or perhaps watery ale”</p> <p>page 15:<br/>           “less food to eat in the wintertime . . . pottage is a vegetable stew with grain and a tiny piece of meat or fish”</p>                                                                                                                                                                                                                                                                                                                          | <p>pages 12–15:<br/>           not enough to eat</p>                                                                   |
| Amount of Power | <p>page 10:<br/>           “at the bottom of the social order and had the least amount of power”</p> <p>page 11:<br/>           “needed permission [to travel and marry] from the lord”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>pages 10 and 11:<br/>           little power<br/>           needed permission from lord to do things</p>            |



## Practice Taking Notes

- Have students complete the “Serfs” column of the graphic organizer by starting with the main section of the text. Point out the section at the end of the chapter titled “If You Were a Boy Serf.” Explain that this section provides additional information on the life of a boy serf.
- If necessary, you may allow time for students to complete the “Serfs” column of the graphic organizer at the beginning of the next writing lesson. Or you may choose to assign completing the “Serfs” column of the graphic organizer for homework.
- Students will use this organizer to draft an informative paragraph about serfs in the Middle Ages in the next lesson. Save the graphic organizers for future lessons.

End Lesson

## Lesson 4: Knights and Castles

# Take-Home Material

### READING

#### Activity Page 4.4



- Have students take home Activity Page 4.4 to complete as homework.
- Have students take home Activity Page 4.6 to read aloud to an adult. To build fluency, encourage students to read it at least once from beginning to end without stopping.

#### Activity Page 4.6





## 5

# Towns in the Middle Ages

## PRIMARY FOCUS OF LESSON

### Reading

Students will answer literal and inferential questions about medieval towns, referencing their reader. **TEKS 4.1.A; TEKS 4.6.F; TEKS 4.7.F**

### Writing

Students will draft an informative paragraph about the life of a serf during the Middle Ages that includes a topic sentence, detail sentences, transition words, and a concluding sentence. **TEKS 4.7.E; TEKS 4.12.B**

## FORMATIVE ASSESSMENT

- Activity Page 5.2**     **Merchants, Markets, and Mud: Towns of the Middle Ages** Answer literal and inferential questions about medieval towns, referencing the Reader. **TEKS 4.6.F; TEKS 4.7.F**
- Activity Page 2.6**     **Graphic Organizer for Note Taking** Take notes on the positive and negative aspects of life in a medieval town. **TEKS 4.7.E**

**TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotation, freewriting, or illustrating; **TEKS 4.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

## LESSON AT A GLANCE

|                                        | Grouping                   | Time    | Materials                                                                                                                                                                              |
|----------------------------------------|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>               |                            |         |                                                                                                                                                                                        |
| Review                                 | Whole Class                | 5 min.  | <input type="checkbox"/> Reader<br><input type="checkbox"/> Activity Pages 5.1, 5.2<br><input type="checkbox"/> T-chart graphic organizer for note taking                              |
| Introduce the Chapter                  | Whole Class                | 5 min.  |                                                                                                                                                                                        |
| Partner Reading: Chapter 4             | Partner                    | 20 min. |                                                                                                                                                                                        |
| Discuss the Chapter and Lesson Wrap-Up | Whole class                | 10 min. |                                                                                                                                                                                        |
| Word Work: <i>Fuel</i>                 | Whole Class                | 5 min.  |                                                                                                                                                                                        |
| <b>Writing (45 min.)</b>               |                            |         |                                                                                                                                                                                        |
| Draft an Informative Paragraph         | Whole Class/<br>Individual | 10 min. | <input type="checkbox"/> Activity Pages 2.6, 5.3<br><input type="checkbox"/> Lords and Serfs Graphic Organizer<br><input type="checkbox"/> Elements of an Informative Paragraph Poster |
| Practice Writing                       | Individual                 | 25 min. |                                                                                                                                                                                        |
| Lesson Wrap-Up                         | Whole Class                | 10 min. |                                                                                                                                                                                        |
| <b>Take-Home Material</b>              |                            |         |                                                                                                                                                                                        |
| Reading and Writing                    |                            |         | <input type="checkbox"/> Activity Page 2.6, 5.3, 5.4                                                                                                                                   |

## ADVANCE PREPARATION

### Reading

- Create or instruct students to create a T-chart to organize notes regarding what was positive and negative in medieval towns.
- Print out sentence frame for students to complete during Word Work: “\_\_\_ fueled my enthusiasm for \_\_\_.”

### Writing

- Create an enlarged version of the Lords and Serfs Graphic Organizer on Activity Page 2.6 to display, with the “Serfs” column completed during Lesson 4.

|                 | Lords                                                                                                            | Serfs                                                                   |
|-----------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Homes           | castle or manor house                                                                                            | simple one-room mud houses with straw roofs                             |
| Work            | received taxes from serfs<br>charged serfs for grinding flour<br>fought other lords                              | worked all of the time to grow food for the lord and for their families |
| Clothing        | nice clothes                                                                                                     | simple clothes                                                          |
| Food            | enough food                                                                                                      | not enough to eat                                                       |
| Amount of Power | controlled land and towns near the castle<br>controlled the people who worked on the land and lived in the towns | little power<br>needed permission from lord to do things                |

- Display the Elements of an Informative Paragraph Poster from Lesson 3. Alternatively, you can access a digital version in the digital components for this unit.

### Universal Access

- Strategically plan partners for reading so that you have a strong reader paired with each struggling reader for support.
- Prepare visual cues for the academic vocabulary words relevant to this chapter.

## ACADEMIC VOCABULARY

**fuel, v.** to give strength to or cause something to happen (fueled)

**merchant, n.** someone who buys and sells things; the owner of a store (merchants)

**emerge, v.** to become known or come into existence (emerged)

**thrive, v.** to grow and succeed

**hustle and bustle, n.** a great deal of activity and noise

**curfew, n.** an order or law requiring people to be in their homes at a certain time, usually at night

**tavern, n.** a place where people can get drinks and a meal or sleep while traveling (taverns)

**apprentice, n.** a person who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay (apprenticeship)

**advise, v.** to give a suggestion about how something should be done

**Vocabulary Chart for Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”**

| Vocabulary Type                        | Tier 3 Domain-Specific Words | Tier 2 General Academic Words                    |
|----------------------------------------|------------------------------|--------------------------------------------------|
| Core Vocabulary                        | apprentice                   | merchant<br>emerge<br>thrive<br>tavern<br>advice |
| Multiple-Meaning Core Vocabulary Words |                              | fuel                                             |
| Sayings and Phrases                    | hustle and bustle            |                                                  |

### Spanish Cognates for Academic Vocabulary in the Middle Ages

emerging (emerge)  
taberna (tavern)  
aprendiz (apprentice)

## Lesson 5: Towns in the Middle Ages

# Reading



**Primary Focus:** Students will answer literal and inferential questions about medieval towns, referencing their reader. **TEKS 4.1.A; TEKS 4.6.F; TEKS 4.7.F**

### REVIEW (5 MIN.)

- Remind students that, in the previous chapter, they read about knights, castles, and chivalry. Ask students what armor is.
  - the protective suit a knight wore during a battle or jousting match
- Remind students that knights tried to live by a set of rules under which they were expected to serve their lord, as well as protect and honor the Church and weaker members of society. Ask students to name this set of expectations.
  - chivalry
- Remind students that, in a previous chapter, they read about feudalism during the Middle Ages. Ask students to name three groups of people who played important roles in feudalism.
  - serfs, knights, and lords
- Remind students that they read about the manors on which both lords and serfs lived during the Middle Ages. Ask students to describe what a typical manor looked like. If students have difficulty remembering details about a manor, suggest they turn to pages 12 and 13 of the Reader.
  - a large manor house, or castle, surrounded by a number of serf houses and farmland; serf houses made from wood, mud, and straw; farmland divided into strips

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students they will read chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

**TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.F** Respond using newly acquired vocabulary as appropriate.

- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *fueled*.
- Have them find the word on page 30 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader to locate *fueled*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 5.1 while you read each word and its meaning.

**fuel, v.** to give strength to or cause something to happen (fueled)

**merchant, n.** someone who buys and sells things; the owner of a store (merchants)

**emerge, v.** to become known or come into existence (emerged)

**thrive, v.** to grow and succeed

**hustle and bustle, n.** a great deal of activity and noise

**curfew, n.** an order or law requiring people to be in their homes at a certain time, usually at night

**tavern, n.** a place where people can get drinks and a meal or sleep while traveling (taverns)

**apprentice, n.** a person who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay (apprenticeship)

**advise, v.** to give a suggestion about how something should be done

- Remind students that they can look up a word if they forget its meaning.
- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
  - How did the growth of trade during the Middle Ages affect the way people lived?
- Ask students to take notes as they read in a T-chart graphic organizer with one column labeled “Positive Aspects” and one column labeled “Negative Aspects” to keep track of the information they are reading about medieval towns.

## Activity Page 5.1



### Support

You add fuel, or gas, to your car to make it go.



- Have students look at the first two paragraphs on page 28. Point out that this text is in italics. Explain that the author put this text in italics because it is different from the rest of the text in the chapter. In these two paragraphs, the author is setting the scene to make the reader feel as if he or she is standing in a medieval town.

#### PARTNER READING: CHAPTER 4 (20 MIN.)

**Note:** This chapter may be especially challenging for some students, particularly English learners and those with other needs. Those students will benefit from being paired with a stronger reader. In addition, this chapter will be reread in Lesson 6 as a teacher read-aloud, so students will have additional exposure to this content.

- Pair students to read and discuss the chapter.
- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help with sounding out or defining words as necessary.
- You may wish to provide guiding questions for students to periodically stop and discuss the answers with their partners.
- Have students complete Activity Page 5.2 with their partners while they read.

#### Activity Page 5.2



#### DISCUSS THE CHAPTER AND LESSON WRAP-UP (10 MIN.)

- Review the correct answers to Activity Page 5.2 with the whole class. You may wish to select different students to read each question and share their responses, including the page number where the answer was located.
1. **Literal.** Where did most people live in the early part of the Middle Ages? Where did people move between 1000 CE and 1350 CE?
    - » They lived in the countryside on manors, and then they moved to towns. (page 30)
  2. **Inferential.** How did trade change where and how people lived during the Middle Ages?
    - » Trade led merchants to create more jobs, so some people moved off the manors and into towns. (page 30)
  3. **Literal.** As more people became involved in trade and commerce, what group grew in importance?



Reading for  
Information

Reading/Viewing Closely

**Beginning**

Read with students in a small group and prompt them to add specific details to their graphic organizer on Activity Page 5.2.

**Intermediate**

Model writing one positive and one negative aspect of medieval town life, instructing students to continue writing while reading on with their partner.

**Advanced/Advanced High**

Teacher or peer can prompt students to reread answers on Activity Page 5.2 to ensure clear language, and provide individualized feedback.

**ELPS 4.F**

- » A group of merchants and craftsmen called the middle class grew in importance. (page 30)

4. **Inferential.** What was the connection between towns in the Middle Ages and local lords?

- » Local lords received money and goods from the craftsmen and merchants, but the lords gave some towns special charters that allowed them to make some of their own laws. (page 32)

5. **Literal.** List at least two problems that emerged because of people moving into towns during the Middle Ages.

- » People lived in small houses crowded together; diseases spread quickly, especially those, like the Black Death, that were carried by rats; water supplies were polluted; fires often broke out and were difficult to control; and most people did not have access to toilets and had to use chamber pots. (page 33)

6. **Inferential.** Write the following three steps on the line in the order in which they would take place as one worked to become a master craftsman: journeyman, master craftsman, apprentice.

- » apprentice, journeyman, master craftsman (pages 34, 35)

7. **Inferential.** Part A: You read that women in the Middle Ages had few legal rights. However, regardless of whether they were privileged or not, all women had a similar role. What role did all women share?

- » D. All women managed their families' needs daily. (page 36)

**Inferential.** Part B: Which statement from the text best supports the answer to Part A?

- » D. "Regardless of whether they were part of the privileged class or were serfs, as important members of their households, women managed their families' daily needs." (page 36)

8. **Evaluative.** Think-Pair-Share. What were some of the positive things about life in towns during the Middle Ages? What were some of the negative things about life in towns during the Middle Ages? Remind students to refer to the T-chart they used for note taking.

- » positive things: more jobs available to people than were available on manors; increased commerce, or trade; growth of a middle class; more people became wealthy as a result of trade; people could buy things from merchants in the town; and a banking system and universities developed in towns
- » negative things: small, crowded houses; disease-ridden towns; polluted water supplies; frequent fires; contents of chamber pots thrown into the streets (pages 28–36)

- Survey students to see who would have liked to live in a medieval town and who would not have liked to live in a medieval town. Ask each student to provide one reason supporting his or her position.
- Assign Activity Page 5.4 as homework. Ask students to read the excerpt and answer the two questions at the end of the excerpt.

### WORD WORK: *FUEL* (5 MIN.)

1. In the chapter, you read, “Between the years 1000 CE and 1350 CE, fueled by trade, towns began to grow.”
  2. Say the word *fuel* with me.
  3. *Fuel* means “to give strength to or cause something to happen.”
  4. The teacher fueled her students’ enthusiasm for science with interesting experiments and field trips.
  5. Think of something you are enthusiastic about, or are interested in. Who or what fueled your enthusiasm for that thing? Be sure to use the word *fuel* in your response.
    - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_ fueled my enthusiasm for \_\_\_.”
  6. What part of speech is the word *fuel*?
    - » verb
    - Use a Making Connections activity for follow-up.
    - Say, “I am going to read several pairs of words or phrases. Decide which item fueled, or gave strength to, the other item. Use the words or phrases in a sentence using the word *fueled* to correctly link the words or phrases.”
1. cold weather AND my decision to wear gloves to school
    - » The cold weather fueled my decision to wear gloves to school.
  2. decision to become a veterinarian AND the boy’s love of animals
    - » The boy’s love of animals fueled his decision to become a veterinarian.
  3. decision to attend a concert AND my family’s love of music
    - » My family’s love of music fueled our decision to attend a concert.
  4. getting a new puppy for her birthday AND Maria’s happiness
    - » Getting a new puppy for her birthday fueled Maria’s happiness.
  5. the football team’s big win AND the players’ ability to work together
    - » The players’ ability to work together fueled the football team’s big win.

## Lesson 5: Towns in the Middle Ages

# Writing



**Primary Focus:** Students will draft an informative paragraph about the life of a serf during the Middle Ages that includes a topic sentence, detail sentences, transition words, and a concluding sentence. **TEKS 4.7.E; TEKS 4.12.B**

### DRAFT AN INFORMATIVE PARAGRAPH (10 MIN.)

**Note:** The first 10 minutes of this writing lesson may be used to complete the graphic organizer from the previous writing lesson.

### Model Drafting an Informative Paragraph

- Tell students you will briefly review how to use notes from the graphic organizer on Activity Page 2.6 to compose a paragraph describing the life of a serf during the Middle Ages.
- Briefly review the structure of an informative paragraph, using the Elements of an Informative Paragraph Poster on the wall.
- After students complete the “Serfs” column of the graphic organizer, guide them to reach the conclusion that serfs worked for powerful lords. This sort of general summary statement about serfs during the Middle Ages makes for a great topic sentence because it describes what the paragraph will be about and helps the writer to stay focused and to write about one consistent topic. Remind students that they can revise the topic sentence after the paragraph has been drafted, if needed.
- Point out that a great sentence starter begins with the topic of this unit. Combining a phrase about the unit with the paragraph topic is a great way to start the paragraph. Model writing a topic sentence on the board/chart paper using one the following examples:
  - During the Middle Ages, serfs worked on the lord’s land.
  - In Europe in the Middle Ages, serfs were controlled by powerful lords.
  - In medieval Europe, the majority of people were serfs and had little power.
- Remind students that a good topic sentence states the main idea of the paragraph.

### Activity Page 2.6



**TEKS 4.7E** Interact with sources in meaningful ways such as notetaking, annotation, freewriting, or illustrating; **TEKS 4.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.



**Beginning**

Support students as they draft the informative paragraph. Students should refer to the Elements of an Informative Paragraph Poster to guide paragraph structure.

**Intermediate**

Have students work in a small, heterogeneous group to draft the paragraph in collaboration.

**Advanced/Advanced High**

Provide transition words as sentence frames for students to build from while writing their detail sentences, e.g., “During the Middle Ages . . .”

**ELPS 4.C; ELPS 5.F**

- Have students write a topic sentence for their paragraphs.
- Next, model how to create detail sentences using notes from the graphic organizer. There are five categories on the graphic organizer (“Homes,” “Work,” “Clothing,” “Food,” “Amount of Power”), but students should choose the same three categories that they used for the paragraph about lords. Circle the category labels “Homes,” “Work”, and “Amount of Power” on the displayed graphic organizer and tell students that they will use these categories to create detail sentences.
- Remind students that the graphic organizer is a useful tool that highlights just how different the lives of lords and serfs were from each other during the Middle Ages. The paragraphs students write should show these differences as well.
- Point out that the notes in the graphic organizer are paraphrased fragments (in our own words), and they can be transformed to create the three detail sentences: one about homes, one about work, and one about power.
- Remind students that complete sentences have subjects (who or what the sentence is about) and predicates (what the subject is doing). Sentence fragments can be transformed into sentences by the addition of the part of the sentence that is missing—either a subject or predicate.
- Model how to transform the notes on homes into a detail sentence by finding the “Homes” category on the graphic organizer and deciding what needs to be added to change the note into a complete sentence with a subject and predicate. You may wish to identify the adjectives and nouns in the notes for students. (nouns: houses, roofs; adjectives: simple, one-room, straw)
- Write your first detail sentence after your topic sentence.
  - They lived in simple one-room mud houses with straw roofs.
- Tell students that they can add transition words and/or reorder their detail sentences after all the detail sentences have been drafted.

**PRACTICE WRITING (25 MIN.)**

- Guide students through the process of drafting detail sentences from their notes on the topic of work. First, have students refer to the “Work” column on their graphic organizer and find the notes they took about serfs during the Middle Ages. Students should read their notes (emphasize that notes should be in their own words) and decide what needs to be added to turn a note into a sentence: the subject (who or what the sentence is about) or predicate (what the subject is doing).

- Have students share their detail sentence about work with a partner. They should check each other’s sentences to make sure they are complete (with a subject and predicate) and that they describe the work of a serf in the Middle Ages.
- Next, inform students that they will work independently to create their last detail sentence, about the amount of power serfs had in the Middle Ages. Students should follow the process you modeled in this lesson.
- Tell students they may also add transition words to vary the beginnings of sentences. They can reorder detail sentences as necessary to make their paragraphs sound better.
- Circulate and check in with students to support them as they write.

### Challenge

If students reorder the detail sentences in their paragraphs, have them consider which order sounds best. Have them write a sentence explaining why this order is the best one.

### LESSON WRAP-UP (10 MIN.)

- Have students complete their draft of the serfs paragraph for homework. Explain that they should add transition words, where appropriate, to begin sentences, and they should also add a concluding sentence that restates the topic sentence in a different way.
- Call students’ attention to the Informative Paragraph Rubric on Activity Page 5.3. Explain that this is the rubric you will be using to evaluate their paragraphs.

End Lesson

### Activity Page 5.3



### Activity Page 2.6



### Activity Pages 5.3 and 5.4



## Lesson 5: Towns in the Middle Ages

# Take-Home Material

### READING

- Have students take home Activity Page 5.4 to read and answer the questions.

### WRITING

- Also, have students take home Activity Pages 2.6 and 5.3 to complete the draft of their serfs paragraph. Tell students you will be collecting their paragraphs the next day and will be using the rubric on Activity Page 5.3 to evaluate their writing.

## 6

# Manors and Towns

## PRIMARY FOCUS OF LESSON

### Reading

Students will refer to examples from the text of medieval towns changing the way of life in the Middle Ages. **TEKS 4.1.A; TEKS 4.7.C; TEKS 4.7.G**

### Grammar

Students will exhibit understanding of the function of an adverb and its relationship to a verb by identifying the verb that an adverb is describing in a given sentence. **TEKS 4.3.C; TEKS 4.11.D.v**

Students will correctly use the homophones *to*, *too*, and *two*. **TEKS 4.3.D**

Students will use resources to determine syllabication. **TEKS 4.2.B.i, iii, iv; TEKS 4.3.A**

### Morphology

Students will use their knowledge of morphology and the prefix *en-* to accurately read and determine the meaning of unknown words.

**TEKS 4.2.A.iv; TEKS 4.3.C**

## FORMATIVE ASSESSMENT

**Activity Page 6.1** **Life During the Middle Ages T-Chart (Towns vs. Manors)** Refer to examples from the text of medieval towns changing the way of life in the Middle Ages.

**TEKS 4.7.C**

**Activity Page 6.2** **Making Adverbs with the Suffix *-ly*** Exhibit understanding of the function of an adverb and its relationship to a verb. **TEKS 4.3.C; TEKS 4.11.D.v**

**Activity Page 6.3** ***en-*: Prefix Meaning “to make”** Use knowledge of morphology and the prefix *en-* to determine the meaning of unknown words and add them to

sentences. **TEKS 4.2.A.iv; TEKS 4.3.C**

**TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 4.3.C** Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*; **TEKS 4.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey frequency and adverbs that convey degree; **TEKS 4.3.D** Identify, use, and explain the meaning of homophones such as *reign/rain*; **TEKS 4.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables;

## LESSON AT A GLANCE

|                           | Grouping                   | Time    | Materials                                                                                                                                                  |
|---------------------------|----------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (40 min.)</b>  |                            |         |                                                                                                                                                            |
| Review                    | Whole Class                | 5 min.  | <input type="checkbox"/> Reader<br><input type="checkbox"/> Activity Pages 6.1, 5.1, 5.3, 5.4<br><input type="checkbox"/> Answer Key for Activity Page 5.4 |
| Read-Aloud: Chapter 4     | Whole Class                | 25 min. |                                                                                                                                                            |
| Lesson Wrap-Up            | Whole Class                | 5 min.  |                                                                                                                                                            |
| Word Work: <i>Emerge</i>  | Whole Class                | 5 min.  |                                                                                                                                                            |
| <b>Language (50 min.)</b> |                            |         |                                                                                                                                                            |
| Grammar                   | Whole Class/<br>Individual | 20 min. | <input type="checkbox"/> Activity Pages 6.2, 6.3<br><input type="checkbox"/> Prefixes Poster<br><input type="checkbox"/> Verbs and Adverbs Poster          |
| Morphology                | Whole Class/<br>Individual | 15 min. |                                                                                                                                                            |
| Spelling                  | Whole Class/<br>Individual | 15 min. |                                                                                                                                                            |
| <b>Take-Home Material</b> |                            |         |                                                                                                                                                            |
| Reading; Spelling         |                            |         | <input type="checkbox"/> Activity Page 6.4–6.6                                                                                                             |

open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; **TEKS 4.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 4.2.A.iv** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes.



## ADVANCE PREPARATION

### Reading

- Recreate Activity Page 6.1 on the board/chart paper to record student responses as you discuss the chapter.

| Life during the Middle Ages |                |
|-----------------------------|----------------|
| Life on a Manor             | Life in a Town |
|                             |                |

### Language

#### Grammar

- Prepare and display the following poster, titled “Verbs and Adverbs.” Alternatively, you can access a digital version in the digital components for this unit.
- Verbs and Adverbs
  - Action verbs show action.
  - Linking verbs are words that connect the subject to a word or words (adjectives) in the predicate that describe it. Linking verbs do not show action.
  - Adverbs are words that describe verbs.
  - They can tell how the action of a verb happens.
- Write the following sentences on the board/chart paper:
  - My brother and I washed the dishes \_\_\_ so we could make it to soccer practice on time.
  - My teacher read the directions for the exam \_\_\_, making sure we understood every word.
  - We walked \_\_\_ on the icy bridge, taking each step with great care.
  - \_\_\_, the little girl sang the National Anthem in front of the big crowd.

## Morphology

- Write the following sentences on the board/chart paper:
  - Most people in the Middle Ages focused on what they owed the local lord in the way of payment, and how to ensure their place in heaven.
  - My teacher enlarged the homework activity page so we could all see it easily on the board.
  - We were so enamored with the island that we vacationed there year after year.

## Fluency (*optional*)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to use this fluency practice, you will assess students in Lesson 10.

## Writing

- Collect the serfs paragraphs that students completed for homework, along with Activity Page 5.3, the Informative Paragraph Rubric. Use and mark this activity page to indicate whether work is Exemplary, Strong, Developing, or Beginning. The Informative Paragraph Rubric is also included in the Teacher Resources if you need additional copies. You will review and evaluate each student's paragraph before Lesson 7.

## Universal Access

- Have one example prepared for each side of the graphic organizer on Activity Page 6.1.
  - Life in a Town: Disease and unsanitary conditions were present.
  - Life in a Manor: Lords held much power.
- Have sample sentences ready for students to practice identifying adverbs before they need to generate examples on Activity Page 6.2. You can ask students to point to identify the adverb they hear in the following sentences.
  - She softly patted her dog on the head.
  - The man laughed loudly in response.
  - “That’s okay,” he said warmly.

- Create flash cards to use while practicing the sounds of the following blends in isolation:
  - *ea*
  - *ei*
  - *sh*

Start Lesson

## Lesson 6: Manors and Towns

# Reading



**Primary Focus:** Students will refer to examples from the text of medieval towns changing the way of life in the Middle Ages. **TEKS 4.1.A; TEKS 4.7.C; TEKS 4.7.G**

### REVIEW (5 MIN.)

- Remind students that in a previous lesson they read about the development of towns in the Middle Ages. Ask them what fueled the growth of towns in the Middle Ages.
  - » trade
- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 5.4, which was assigned for homework.

### READ-ALoud: CHAPTER 4 (25 MIN.)

- Tell students you will read aloud chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages.” They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- You may wish to review the following vocabulary words before you reread the chapter:

**fuel, v.** to give strength to or cause something to happen (fueled)

**merchant, n.** someone who buys and sells things; the owner of a store (merchants)

**TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.7.G** Discuss specific ideas in the text that are important to the meaning.

**emerge, v.** to become known or come into existence (emerged)

**thrive, v.** to grow and succeed

**hustle and bustle, n.** a great deal of activity and noise

**curfew, n.** an order or law requiring people to be in their homes at a certain time, usually at night

**tavern, n.** a place where people can get drinks and a meal or sleep while traveling (taverns)

**apprentice, n.** a person who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay (apprenticeship)

**advise, v.** to give a suggestion about how something should be done

- Remind students they can look up a word in the glossary if they forget its meaning.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - How did the growth of trade during the Middle Ages affect the way people lived?

## Chapter 4

# Merchants, Markets, and Mud: Towns in the Middle Ages

### THE BIG QUESTION

How did the growth of trade during the Middle Ages affect the way people lived?

*It is raining again! You stand in a puddle on the edge of a narrow street. You have just entered town through one of two gates. The gates are the only ways in and out of this walled town. Inside the walls, tiny townhouses stand side-by-side. As you move through the crowd, you spot rats scurrying about, feeding on discarded trash. Nearby, you hear the varied cries of people selling fruits, vegetables, eggs, and pies. It is market day and people have set up their stalls in the town square.*

*As you make your way through the muddy streets, you hear the sound of church bells. They ring out to sound the hour and to call people to church.*



Metalworker's stall in medieval market

You have just caught a glimpse of a town in Europe during the late Middle Ages.

28

- Read page 28 aloud.

**Evaluative.** Why would there have been walls around the town and gates through which everyone must pass?

» Answers may vary, but may focus on the need for protection.

**Support.** Have students describe some things they would have seen or heard if they were standing in a street in a medieval town.

» Answers may vary, but may include gates, walls, small houses, crowds of people, rats, discarded trash, people selling food, mud, and church bells.



Streets in medieval towns were often crowded and muddy.

29

**Literal.** Have students look at the image on page 29 and describe some of the things they see.

In the early part of the Middle Ages, most people lived in the countryside. Between the years 1000 and 1350 CE, **fueled** by trade, towns began to grow. New jobs **emerged**, and, as a result, more and more people left the countryside to live and work in towns.



Peasants farming in the countryside

With this growth in trade, an increased number of people became involved in commerce, or business. As a result, a class of people, called the middle class, grew in importance. **Merchants** and craftsmen were



Merchants and artisans sold goods in town markets.

part of the middle class. Towns grew as the middle class created successful businesses, and therefore jobs. Some merchants became rich and influential members of town communities.

To protect their businesses, merchants established guilds in towns throughout Europe. Guilds were organizations made up of merchants. Guilds controlled wages as well as the price and quality of the goods the merchants sold.

30

- Read the first paragraph on page 30 aloud.

**Literal.** What happened as a result of merchants creating jobs in towns?

- » More people left the countryside to work in towns.

- Read the rest of page 30 aloud.

**Inferential.** What was the link between trade and a middle class?

- » As trade grew, more people became involved in commerce. The merchants and craftsmen who were involved in trade prospered so they were no longer as poor as serfs or peasants. But they were still not as wealthy or powerful as lords.

Not only did merchants **thrive**, so too did skilled craftsmen, such as carpenters, papermakers, glassmakers, and blacksmiths. Skilled craftsmen were also important members of town communities. They made and sold their goods in the towns in which they lived and worked. Just like merchants, skilled craftsmen protected their businesses by forming guilds. Only highly skilled craftsmen were invited to join these guilds. Many years of training went into becoming a skilled craftsman.

## Medieval Craftsmen



There was a certain pattern to daily life in towns in the Middle



Town scene in medieval manuscript

Ages. From Monday to Saturday, towns were busy with the **hustle and bustle** of street vendors, shopkeepers, craftsmen, and market sellers. Pickpockets and purse snatchers were afoot, too. Shops opened as early as 6:00 a.m. Most towns held markets two or three times a week. Local farmers sold produce and animals.

31

- Read page 31 aloud.

**Literal.** What types of craftsmen existed in the Middle Ages? (Remind students to refer to the images as well as the text).

- » carpenters, papermakers, glassmakers, blacksmiths, tailors, armorers, and tanners

**Inferential.** Have students reflect on the terms *pickpockets* and *purse snatchers* to arrive at the meanings of these words. Guide students, as necessary, to understand that pickpockets are people who steal things—or pick them—out of people's pockets, and purse snatchers are people who snatch, or take, purses away from people.



Describe pickpockets and purse snatchers and why they might also be “afoot” in the town.

- » They are people who steal valuable things from someone else. They might be in the town because the people walking around the town might have valuable possessions with them.



Charters such as this one from Bedford, England, outlined certain rights.



Towns were not outside the control of the local lord. Merchants and craftsmen usually paid lords in the form of money or goods. However, in exchange for money or goods, many lords granted towns special charters. The charters allowed wealthy and influential townspeople the right to make their own laws. Over time, this new decision-making process changed the feudal system.

With a growing economy, a banking system began to develop. The increasingly wealthy churches in towns created schools called universities. Places such as Oxford and Cambridge in England, and Paris in France, became important centers of learning.



Construction on the chapel at Oxford University's Merton College began in the 1200s.

32

- Read page 32 aloud.
- Point to the image of the charter. A charter is a document that gives certain rights to a group of people. In this situation, the charter was given to a group of people to start a new town and to allow the wealthy and influential people in that town to make their own laws.

**Challenge.** Why might this change in the decision-making process change the feudal system?

- » Under the feudal system, kings and noblemen such as lords paid people who worked for them with land and protection. In turn, lower-ranked people, such as serfs, promised loyalty to the lord. This system gave a lot of power to the lord over the lives of serfs, but, with people in towns making their own laws, the power of the lords began to weaken.

**Literal.** What role did churches play in setting up universities?

- » Wealthy churches helped establish universities.

It was not long before many European towns and cities became terribly overcrowded. People lived in small houses crowded together.



Rats spread disease in towns.

The towns and cities were also disease-ridden. Rats scurrying about helped spread disease. Unless you lived in a castle, you did not have a toilet inside your home. Instead, people used chamber pots and threw the contents into the streets!

Local water supplies, polluted with the waste that was discarded daily, carried disease. Sickness and disease were common. The Black Death spread easily in such conditions.

As they did in the countryside, people in towns cooked on small fires inside their homes. Fires frequently broke out and were difficult to control. Townspeople were required to keep buckets of water outside their homes—just in case.



Fires spread quickly in medieval towns.

Many Middle Age towns were walled. People entering or leaving did so through gates. Often a toll, or fee, was charged to enter a town. A toll collector stood at the gate to collect the fee. The tolls were either paid in money or in goods. Gates were designed to keep criminals out, or if necessary, to lock criminals in so that they could be caught. There was no organized police force, but instead there were watchmen. Any member of the public could be asked to help catch an escaping criminal. The town gates were locked at night when the **curfew** bell sounded.

33

- Read the first paragraph of page 33 aloud.

**Inferential.** In chapter 1, you heard about the disease that rats spread during the Middle Ages. What disease did they spread? Remind students rats spread this disease because fleas infected with the disease lived on the rats and traveled around with the rats.

» The Black Death, or the plague

- Read aloud the rest of page 33 to finish the last paragraph that carries over to the next page.

**Inferential.** (Point to the image of the houses on fire. Have students focus on the proximity of the houses and the materials from which they were made.) Look at the houses in this image. Why do you think fire spread so quickly in houses and towns in the Middle Ages?

- » Houses were close together and roofs were made of straw, which burns easily.

**Literal.** What does the author say about the reason there were gates and walls around medieval cities?

- » They were used to keep criminals out, or, if criminals were inside the city, to keep them in until they could be caught.

This gate leads into the town of Besalú, Spain, built in the 1100s.

Originally, curfew bells rang to inform those in the **taverns** that it was time to leave. However, they soon became a signal to everyone that it was time to go home.

**If You Were an Apprentice Craftsman**

Just like the boys who go off to train to be knights, you, too, are sent away at an early age. Your family arranges your training. You must live in the home of a master, or highly skilled craftsman. It is unlikely that you will return home again during your **apprenticeship** years.



Apprentice blacksmith assisting his master

34

- Read pages 34 aloud.

**Inferential.** What is an apprentice?

- » someone who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay

**Inferential.** You just read the sentence “It is unlikely that you will return home again during your apprenticeship years.” Based on what you learned about the prefix *un-*, what does the word *unlikely* mean? Did apprentices usually return to their homes during their apprenticeships?

- » The prefix *un-* means “not,” so the word *unlikely* means it was not likely. Apprentices usually did not return to their homes.

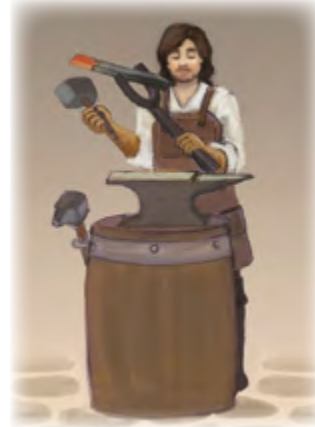


A journeyman blacksmith continued to work for his master.

you are paid by your master each day for your work. Usually, you continue to work for your master as an employee. After several years as an employee, you might take the next step in your career. You might be ready to submit a piece of your best work, called your masterpiece, to the guild for approval. If the guild accepts your work, you finally become a master craftsman. You might even be able to open your own shop with your name above the door!

Your training will take many years to complete. You will not receive payment for any of the work you do. During this time, you are part of your master's household. You live in his home or shop. You usually eat with his family. Your new family provides the clothes you wear. Even if you are homesick, or sad, you have to obey your master.

After a specified period of time, you advance from being an apprentice to becoming a journeyman. As a journeyman,



A master blacksmith might open his own shop.

35

- Read page 35 aloud.

**Inferential.** What is one difference between being an apprentice and being a journeyman?

- » Journeymen were paid for their work, but apprentices worked for no pay.

**Inferential.** What are the three stages, in order, for becoming a master craftsman?

- » apprentice, journeyman, and master craftsman

## Women in the Middle Ages

Women in the Middle Ages had few legal rights. However, a small number of women in positions of power had significant influence. For example, women who became queens were often in a position to **advise** their husbands and sons, the kings and princes. A lord's widow who did not have sons could manage her deceased husband's land, and make important decisions. Women could become skilled in a particular craft, and some trained to be merchants. Other women joined the Church and became nuns. Many women worked alongside their husbands in the fields. Regardless of whether they were part of the privileged class or were serfs, as important members of their households, women managed their families' daily needs.

Two interesting women from this time period were Empress Matilda and Abbess Hildegard of Bingen. Empress Matilda

lived during the 1100s and was the daughter of King Henry I



Abbess Hildegard of Bingen

of England. She was involved in leading an army against an English king. She escaped capture and went to France. She was also the mother of King Henry II of England.

Abbess Hildegard was a writer and composer who lived during the 1100s. She wrote about many different subjects, including philosophy, science, and medicine. She also developed an alternative English alphabet.



Empress Matilda, daughter of Henry I of England

36

- Read page 36 aloud.

**Literal.** The word *deceased* in this sentence means “dead.” A widow is someone whose husband has died. What could a widow who did not have any sons do that was not usually done by other women?

- » Widows without sons could manage their deceased husbands' land.

**Inferential.** (Direct students' attention to the image of Empress Matilda and the text related to that image.) Would you say the woman pictured here was privileged or not? On what do you base your decision?

- » She was privileged. Her clothing looks to be in good condition, and she is wearing a crown. Also, the text says she was the daughter of a king.

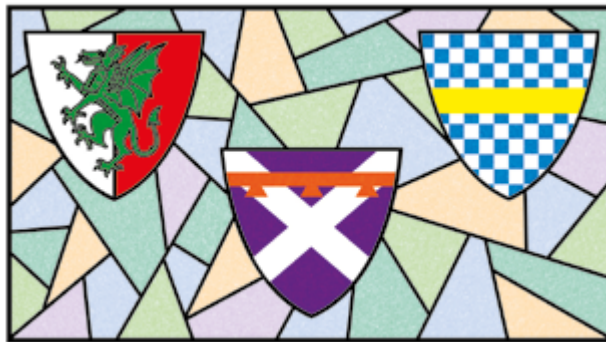


## Medieval Musings

1. In the Middle Ages, townspeople tried to avoid drinking water because it was so polluted. What did they drink instead? (Clue: It's a drink made from grain.)
2. In the Middle Ages, people created last names to describe the job they did. What did men with the last name *Shoemaker* or *Cooper* do?

## Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



37

**Note:** As time permits, you may have students conduct independent research to find the answers to the questions posed in Medieval Musings or search for the hidden letter in the Letter Quest activity and record it on Activity Page 2.3.

Activity Page 2.3



## LESSON WRAP-UP (5 MIN.)

- Use the following questions to discuss the chapter.

**Note:** Question 1 relates to The Big Question of the chapter.

1. **Inferential.** What was the relationship between trade and a middle class?
    - » As trade grew, towns and new jobs emerged, and a middle class grew in importance.
  2. **Literal.** What groups were included in the growing middle class?
    - » merchants and craftsmen
  3. **Inferential.** (Ask students to record their answers to this question on Activity Page 6.1.) Look at the image of a medieval manor on pages 12 and 13 and the image of a medieval town on page 29. Based on these images, and on the text, what was life like for serfs on a manor during the Middle Ages? (Record that information in the “Life on a Manor” column.) What was life like as a merchant in a town during the Middle Ages? (Record that information in the “Life in a Town” column.)
    - » Answers may vary, but may include the following:
      - Life on a manor: working in fields, tending to crops or livestock; living in a small house; working from sunup to sundown; being controlled by the lord
      - Life in a town: opening shop at six a.m.; living in a house very close to the houses of others; seeing a lot of activity on a daily basis; seeing rats and other animals roaming the streets; using chamber pots, which were emptied out into the street; experiencing fires frequently; buying and selling different goods made by different craftsmen; seeing universities develop because a banking system helped wealthy churches create them
  4. **Evaluative.** Think-Pair-Share. Today you heard about the life of an apprentice craftsman during the Middle Ages. Earlier, you read about what it was like to be a serf. Would you have preferred to be a serf or an apprentice? Why? Use information from the text to support your answer.
    - » Answers may vary, but should include information supported by the text.
- Review the information students recorded on Activity Page 6.1 by asking the following questions and having students respond by saying, “That took place on a manor,” or “That took place in a town.”



**ENGLISH  
LANGUAGE  
LEARNERS**

Reading for  
Information  
Reading/Viewing Closely

### Beginning

Provide one-on-one support for students generating and recording answers for question 3 onto Activity Page 6.1.

### Intermediate

Have students work in heterogeneous groups to generate and record answers.

### Advanced/Advanced High

Complete just one example with a small group of students who need modeling before allowing them to work independently on this task.

**ELPS 1.D; ELPS 4.F**

### Support

Ask students questions, such as “What kind of work would you do as a serf?” to help them recall different aspects of life as a serf and as an apprentice.

### Activity Page 6.1





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### Check for Understanding

Collect or survey Activity Page 6.1 to ensure that each student has at least two accurate details written down in each column. If not, ask students to go back into the Reader and find more details about life in the town or manor.

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1. Where were guilds established?
    - » That took place in a town.
  2. Where did apprentices learn a new craft?
    - » That took place in a town.
  3. Where did a lord have great power over the everyday life of the people he governed?
    - » That took place on a manor.
  4. Where did serfs work in the field from very early in the morning until the sun set?
    - » That took place on a manor.
  5. Where did a middle class grow in importance?
    - » That took place in a town.
  6. Where were universities established?
    - » That took place in a town.
- Have students take home Activity Page 6.4 to complete for homework.

## WORD WORK: *EMERGE* (5 MIN.)

1. In the chapter, you read, "New jobs emerged, and, as a result, more and more people left the countryside to live and work in towns."
2. Say the word *emerge* with me.
3. *Emerge* means to become known or come into existence.
4. The beautiful butterfly emerged from the cocoon.
5. Many different things emerge from other things. For example, a chick emerges from an egg. A dolphin emerges from the ocean when it jumps in the air. What have you seen emerge from something else? Be sure to use the word *emerge* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "I saw a \_\_\_ emerge from \_\_\_."
6. What part of speech is the word *emerge*?
  - » verb
  - Use an Antonym activity for follow-up.
  - An antonym, or word with the opposite meaning, of the word *emerged* is *disappeared*. I will read several sentences and if the sentence describes something that has emerged, say, "Emerged." If the sentence describes something that has disappeared, say, "Disappeared."
1. After a few warm spring days, a pink bud (emerged/disappeared) from the green stems in the garden.
  - » emerged
2. Sasha (emerged/disappeared) as a leader of the class.
  - » emerged
3. As the weather got warmer, the snow (emerged/disappeared).
  - » disappeared
4. After several rainy days, the sun finally (emerged/disappeared) from behind the clouds.
  - » emerged
5. The loud clap of thunder frightened Juan's dog, and he (emerged/disappeared) under the sofa for protection.
  - » disappeared

## Lesson 6: Manors and Towns

# Language



### GRAMMAR (20 MIN.)

- Primary Focus:** Students will exhibit understanding of the function of an adverb and its relationship to a verb by identifying the verb that an adverb is describing in a given sentence. **TEKS 4.3.C; TEKS 4.11.D.v**
- 👉 Students will correctly use the homophones *to*, *too*, and *two*. **TEKS 4.3.D**
- 👉 Students will use resources to determine syllabication. **TEKS 4.3.A**

- Using the answer key at the back of the Teacher Guide, review Activity Page 4.4, which students were assigned as homework after Lesson 4.

### Introduce Verbs and Adverbs

- Tell students that today they will focus on specific parts of speech called verbs and adverbs. Parts of speech are categories, or groups of words, based on their function in a sentence. Direct students to the poster you prepared in advance and read it.
  - Explain that action verbs are words that describe actions. Have students provide verbs that describe actions and record their answers on the board/chart paper (e.g., *walk*, *run*, *jump*, *talk*).
  - Remind students that there are also verbs that show no action, called linking verbs (or copular verbs). Linking verbs connect or link the subject of a sentence to a word or words in the predicate that describe the subject, such as the word *is* in the sentence *The sky is blue*.
  - Explain that adverbs are words that describe verbs. Adverbs provide detail about verbs, by telling how the action of a verb happens.
  - Explain that the word *adverb* has the word *verb* in it, which may help them remember which part of speech adverbs describe.
  - Ask students what other part of speech is a describing word and what it describes. (an adjective; adjectives describe nouns.)
  - Tell students that many adverbs end with the suffix *-ly*. Adverbs are often created by adding *-ly* to an adjective.
  - Tell students the suffix *-ly* means “in a \_\_\_ way,” with the blank being the adjective.
- 👉 Adverbs with *-ly* describe how the action of a verb happens. **TEKS 4.3.C**

- 👉 **TEKS 4.3.C** Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, *meter*; **TEKS 4.11.D.v** Edit drafts using standard English conventions, including: adverbs that convey frequency and adverbs that convey degree; **TEKS 4.3.D** Identify, use, and explain the meaning of homophones such as *reign/rain*; **TEKS 4.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

- Write the word *quiet* on the board and tell students it is an adjective. Have students orally provide several examples of phrases with the adjective *quiet* describing different nouns (e.g., *the quiet boy, a quiet afternoon, etc.*).
- Add *-ly* to *quiet* to make the adverb *quietly*. *Quietly* means “in a quiet way” and describes how an action takes place. Have students orally provide several examples of phrases with the adverb *quietly* describing different verbs. (e.g., *talk quietly, hum quietly, etc.*)
- Read aloud the first sentence from the board/chart paper and have students add an adverb to the blank so it describes how the action takes place.
  - My brother and I washed the dishes \_\_\_ so we could make it to soccer practice on time.
- Write the word *quick* on the board, explaining that it is an adjective (e.g., *quick nap, quick trip, etc.*) Tell students that the meaning of the word *quick* makes sense in the above sentence, but *quick* must be changed from an adjective to an adverb so it describes the verb *washed*.
- Ask students how they can change the adjective *quick* to an adverb. (by adding *-ly*)
- Write the word *quickly* in the blank. Reread the complete sentence to students.
- Ask students to identify the verb (*washed*) and draw a wiggly line under it.
- Ask students to identify which word describes how *my brother and I* washed. (*quickly*) Write the abbreviation for *adverb (adv.)* above the word *quickly*. Draw an arrow from the adverb *quickly* to the verb *washed*, indicating that *quickly* describes *washed*.
- Follow the same procedures for the remaining sentences you prepared in advance. It is important to note that the adverb may not be in the same place in every sentence. Point this out when discussing the other sentences. (In the first two sentences, the adverb comes after the verb it describes, whereas in the third sentence the adverb comes at the beginning of the sentence.)
  - My teacher read the directions for the exam slowly, making sure we understood every word.
  - We walked carefully on the icy bridge, taking each step with great care.
  - Nervously, the little girl sang the National Anthem in front of the big crowd.
- Have students turn to Activity Page 6.2 and review the example with them. Then complete the first sentence as a teacher-guided activity. Consider using the following procedure:
  - Select a student to read the first sentence aloud.



## Speaking and Listening Modifying to Add Details

### Beginning

Use the examples from Universal Understanding to continue practice with identifying adverbs before moving on to Activity Page 6.2.

### Intermediate

In a small group, prompt students to answer the question, “How did \_\_\_(subject) \_\_\_(verb)?” before answering. Example: “How did she sing?”

### Advanced/Advanced High

Make a quick comparison to Spanish language by explaining to students that the English suffix *-ly* is the same as the Spanish suffix *-mente*.

**ELPS 1.A; ELPS 2.D;**

**ELPS 2.E; ELPS 3.D**

## Activity Page 6.2



- Ask students to identify the verb in the sentence and underline it with a wiggly line.
- Ask students to read the adjective that will be changed to an adverb for the sentence. (The adjective is listed under each blank.) Then, ask them to say this word as an adverb by adding *-ly* and write the word in the blank.
- Have students explain how the adverb describes the verb, just as they did with the sentences on the board. Tell them to write the abbreviation for *adverb* (*adv.*) above the adverb and draw an arrow from the adverb to the verb.
- Then, have students answer the question after the sentence.
- Have students complete Activity Page 6.2 independently. If more time is needed, have them finish it for homework.


### **To, Too and Two**

- Write the following sentences on the board:
  - Mrs. Parker read to her twin girls. When she babysat the twins, Elsie read to the two sisters too.
- Have a student read the sentences out loud. Ask the class what three words all sound the same but have different meanings and spellings.
  - » *to, too* and *two*
- Ask students what words like *to*, *two*, and *too*, that sound the same but have different spellings and meanings, are called.
  - » homophones
- Write *to* on the board and remind students that in Lesson 4 they learned that *to* was a preposition.
- Ask students for sentences using the word *to*.
- Write *two* on the board and ask students what the word means.
  - » the number after one
- Ask students for sentences using the word *two*.
- Write *too* on the board and ask students what the word means.
  - » also
- Ask students for sentences using the word *too*.
- As an exit slip, have students write a sentence that uses at least two of the frequently confused words, *to*, *two*, and *too*. **TEKS 4.3.D**

### **Challenge**

Tell students that in addition to two, two other numbers between one and ten are homophones for other words. Ask students what the homophones are and have them think of sentences that use both the number and its homophone.

- » *four, for*, and *fore*;  
*eight* and *ate*

 **TEKS 4.3.D** Identify, use, and explain the meaning of homophones such as *reign/rain*.


## MORPHOLOGY (15 MIN.)

**Primary Focus:** Students will use their knowledge of morphology and the prefix *en-* to accurately read and determine the meaning of unknown words.

 **TEKS 4.2.A.iv; TEKS 4.3.C**

### Introduce Prefix *en-*

- Read the Prefixes Poster, reminding students that prefixes are added to the beginnings of root words to make new words.
- Remind students that, in previous lessons, they learned about English root words with prefixes added to them. Briefly review the prefixes *un-* and *non-*, both meaning “not.” Provide examples of words with the prefixes *un-* and *non-* (e.g., *unhappy*, *unfamiliar*, *nonessential*, *nontoxic*, etc.).
- Tell students they will learn about the prefix *en-*.
- Write the prefix *en-* on the Prefixes Poster and point out that it is pronounced /en/.
- Explain that *en-* means “in” or “to make.” Write these meanings on the poster.
- Tell students that words with the prefix *en-* can be nouns or verbs, but are usually verbs. Students will need to examine how these words are used in sentences to help them determine the part of speech.
- Explain that when the prefix *en-* is added to English root words, the part of speech of the new words changes to a verb, no matter what part of speech the root word is.
- Write the word *sure* on the board/chart paper. Briefly discuss the meaning of the word and then use it in a sentence. (*Sure* means “certain.” “I was sure I put my homework in my backpack before breakfast.”)
- Add the prefix *en-* to *sure* and have students read the prefix, read the new word, and then discuss the meaning of the new word. (to make sure or to make certain)
- Share the following example of the use of *enlarged* in a sentence:
  - My teacher enlarged the homework activity page so we could all see it easily on the board.
- Also share the following sentence from the Reader demonstrating the use of the word *ensure*:
  - Most people in the Middle Ages focused on what they owed the local lord in the way of payment, and how to ensure their place in heaven.

 **TEKS 4.2.A.iv** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 4.3.C** Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.



- Write the word *enamor* on the board. Ask students to identify and read the prefix. (*en-*) Then have students read the entire word.
- Ask students again what the prefix *en-* means. (“in” or “to make”)
- Point out that the word *enamor* does not have an English root word. (*Amor* is not an English root; it is a Latin root.)
- Discuss the meaning of *enamor* and note the part of speech. (“to charm”; verb)
- Share the following sentence to demonstrate the use of the word *enamor*:
  - We were so enamored with the island that we vacationed there year after year.
- Continue in this manner with the remaining *en-* words, using the following chart as a guide.

| English Root Word | Meaning                                                                 | Affixed Word | Meaning                                                   | Sentence                                                                                                                    |
|-------------------|-------------------------------------------------------------------------|--------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| large             | (adj.) big                                                              | enlarge      | (v.) to make bigger                                       | We asked the teacher to <b>enlarge</b> the image so we could see the details better.                                        |
| able              | (adj.) can do something                                                 | enable       | (v.) to make it so you can do something                   | The science lesson on living things <b>enabled</b> me to grow flowers in the garden.                                        |
| circle            | (n.) a round shape                                                      | encircle     | (v.) to make a circle around                              | The students <b>encircled</b> their teacher, eager to see the pictures in the book she read aloud.                          |
| dear              | (adj.) much loved                                                       | endear       | (v.) to make much loved                                   | To <b>endear</b> himself to the girl he liked, Tom shared his snack with her.                                               |
| force             | (n.) strength or power                                                  | enforce      | (v.) to use strength or power to make something to happen | The principal stands in the hallway to <b>enforce</b> the rule about no running in the hallway.                             |
| danger            | (n.) the possibility that something bad will happen                     | endanger     | (v.) to put in danger                                     | Not wearing your seat belt while riding in a car <b>endangers</b> your life.                                                |
| trust             | (n.) the belief that someone or something is honest, good, and reliable | entrust      | (v.) to put trust in someone to do something              | When my brother turned 12, my mom <b>entrusted</b> him with a copy of the house key to lock and unlock the door on his own. |

- Have students turn to Activity Page 6.3. Do the first few items as a teacher-guided activity and have students complete the rest of the items independently. If more time is needed, have students complete the activity page for homework.

## Activity Page 6.3



### SPELLING (15 MIN.)

TEKS 4.2.B.i, iii, iv; TEKS 4.3.A

#### Introduce Spelling Words

- Explain that students will practice 10 words related to the content of *Knights, Castles, and Chivalry*. These words do not follow one single spelling pattern. Tell students they will be assessed on the words in Lesson 10.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

**Note:** Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

- |              |              |              |
|--------------|--------------|--------------|
| 1. acquire   | 5. retreat   | 9. transform |
| 2. establish | 6. seize     | 10. unravel  |
| 3. fatal     | 7. surrender |              |
| 4. promote   | 8. thrive    |              |

**Note:** As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *fatal* includes a schwa sound (/ə/) in the second syllable of the word (i.e., the second syllable is pronounced /təl/, but spelled ‘tal’) and then point out the ‘al’ spelling for /əl/ that is included on the Individual Code Chart. Reinforce that print and digital resources such as dictionaries can provide information on meaning, syllabication, and pronunciation.



**ENGLISH  
LANGUAGE  
LEARNERS**

Language  
Foundational  
Literacy Skills

#### Beginning

Reduce the take-home spelling list to five words (*fatal, transform, unravel, promote, surrender*).

#### Intermediate

Remove words with vowel blends from the take-home list (*acquire, retreat, seize*).

#### Advanced/Advanced High

Support students with practice pronouncing the digraphs in isolation (*ea, ei, ui*) and in the spelling words, using phonemic flash cards prepared for universal access.

**ELPS 5.A; ELPS 5.C**

**TEKS 4.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; **TEKS 4.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

| Pronunciation/Syllabication |               |                                  |
|-----------------------------|---------------|----------------------------------|
| Word                        | CK Code       | Syllable Type                    |
| acquire                     | /ə*quier/     | ə*digraph                        |
| establish                   | /es*tab*lish/ | closed*closed*closed             |
| fatal                       | /fae*təl/     | open*ə                           |
| promote                     | /prə*moet/    | ə*digraph                        |
| retreat                     | /ree*treet/   | open*digraph                     |
| seize                       | /seez/        | digraph                          |
| surrender                   | /ser*end*er/  | r-controlled*closed*r-controlled |
| thrive                      | /thriev/      | digraph                          |
| transform                   | /tranz*form/  | closed *r-controlled             |
| unravel                     | /un*rav*əl/   | closed*closed*ə                  |

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence:

| Spelling Word | Definition                          | Example Sentence                                                                                                                |
|---------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| acquire       | to get                              | I will <u>acquire</u> all the supplies we need for the project.                                                                 |
| establish     | to put and settle into place        | The teacher had to <u>establish</u> a “one at a time” rule because too many people were climbing on the slide at the same time. |
| fatal         | causing death                       | Much of the population died when a <u>fatal</u> infection known as the plague moved through Europe.                             |
| promote       | to help or encourage growth         | Handing out coupons will <u>promote</u> business for the new pizza restaurant.                                                  |
| retreat       | to back away from danger            | The lion’s ferocious roar made everyone at the zoo <u>retreat</u> from its cage.                                                |
| seize         | to take                             | If the girl plays with her sister’s favorite doll, her sister will <u>seize</u> it from her when she notices.                   |
| surrender     | to give up to a more powerful force | The other team had more snowballs than we did and we had to <u>surrender</u> .                                                  |
| thrive        | to grow and succeed                 | The garden will <u>thrive</u> with the right amount of sun and water.                                                           |

|           |                                                           |                                                                                                |
|-----------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------|
| transform | to change something completely, usually in a positive way | Cutting holes and a door will <u>transform</u> the big box into a fort.                        |
| unravel   | to come undone or fall apart                              | The fun and games at the party began to <u>unravel</u> when kids were not taking turns nicely. |

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Pages 6.4 and 6.5 to practice spelling words.

~~~~~  
End Lesson
 ~~~~~

### Lesson 6: Manors and Towns

# Take-Home Material

## READING; SPELLING

- Have students take home Activity Page 6.6 to complete for homework.
- Have students take home Activity Page 6.5 to complete for homework. Have students take home Activity Page 6.4 to use as a reference for practicing the spelling words.

Activity Pages  
6.4–6.6



## 7

# The Power of the Church in the Middle Ages

## PRIMARY FOCUS OF LESSON

### Reading

Students will refer to examples from the text when discussing the influence of the church on the daily lives of people in medieval Europe.

 **TEKS 4.1.A; TEKS 4.6.F; TEKS 4.7.G**

### Writing

Students will use a graphic organizer to produce clear and coherent writing that compares the lives of medieval knights, craftsmen, monks,

 and nuns. **TEKS 4.7.D; TEKS 4.7.E**

## FORMATIVE ASSESSMENT

Activity Page 7.2

**Graphic Organizer: Knights, Craftsmen, Monks, and**


**Nuns** Produce clear and coherent writing that compares the lives of medieval knights, craftsmen, monks, and nuns.

 **TEKS 4.7.E**



### Writing Studio

If you are using Writing Studio, you may begin Unit 1, Lesson 1 after completing this lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connection to this unit.

 **TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 4.7.D** Retell, paraphrase or summarize texts in ways that maintain meaning and logical order; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

## LESSON AT A GLANCE

|                                | Grouping                   | Time    | Materials                                                                                                                                                                                                                                        |
|--------------------------------|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>       |                            |         |                                                                                                                                                                                                                                                  |
| Review                         | Whole Group                | 5 min.  | <input type="checkbox"/> Answer Key for Activity Page 6.6<br><input type="checkbox"/> Reader<br><input type="checkbox"/> Activity Pages 2.3, 6.6, 7.1                                                                                            |
| Introduce the Chapter          | Whole Group                | 5 min.  |                                                                                                                                                                                                                                                  |
| Whole-Group Reading: Chapter 5 | Whole Group/<br>Individual | 20 min. |                                                                                                                                                                                                                                                  |
| Lesson Wrap-Up                 | Whole Group/<br>Partner    | 10 min. |                                                                                                                                                                                                                                                  |
| Word Work: <i>Devote</i>       | Whole Group                | 5 min.  |                                                                                                                                                                                                                                                  |
| <b>Writing (45 min.)</b>       |                            |         |                                                                                                                                                                                                                                                  |
| Review                         | Whole Group                | 5 min.  | <input type="checkbox"/> Student's serfs paragraphs<br><input type="checkbox"/> Completed evaluation rubric<br><input type="checkbox"/> Knights, Craftsmen, Monks, and Nuns Graphic Organizer<br><input type="checkbox"/> Activity Pages 7.2–7.6 |
| Model Taking Notes             | Whole Group                | 10 min. |                                                                                                                                                                                                                                                  |
| Practice Taking Notes          | Small Group                | 20 min. |                                                                                                                                                                                                                                                  |
| Share Notes                    | Whole Group                | 10 min. |                                                                                                                                                                                                                                                  |
| <b>Take-Home Material</b>      |                            |         |                                                                                                                                                                                                                                                  |
| Writing                        |                            |         | <input type="checkbox"/> Activity Pages 7.2–7.7                                                                                                                                                                                                  |

## ADVANCE PREPARATION

### Reading

- Have a list of the prompts needed for the Check for Understanding: Monk or Serf?
  - lived in monasteries
  - taught to read and write
  - controlled by a lord
  - worked outside

### Writing

**Note:** You may place monks and nuns under one category, in which case there will be three groups, or in two separate categories, resulting in four groups.

- Prior to this lesson, the review and evaluation of students' serfs paragraphs should be completed.
- Display an enlarged version of Activity Page 7.2, the Knights, Craftsmen, Monks, and Nuns Graphic Organizer. Alternatively, you may access a digital version in the digital components for this unit.

|                 | Knights | Craftsmen | Monks or Nuns |
|-----------------|---------|-----------|---------------|
| Homes           |         |           |               |
| Work            |         |           |               |
| Clothing        |         |           |               |
| Food            |         |           |               |
| Amount of Power |         |           |               |

- Plan to assign students to one of three or four groups so each group will take notes on only one of the following groups of people: knights, craftsmen, monks, and/or nuns. You may assign students to these groups or have them draw cards to get their assignments. You may pair students within each group.

## Language

### Grammar; Morphology; Spelling

- Collect Activity Pages 6.2, 6.3, and 6.5 to review and grade, as there are no grammar, morphology, or spelling lessons today.

### Universal Access

- Create and print visual cue cards for vocabulary from Activity Page 7.1.

## ACADEMIC VOCABULARY

**summon, v.** to call or send for someone

**anchored, adj.** strongly connected

**fast, v.** to eat little or no food (fasting)

**rose window, n.** a circular stained-glass window in a church that contains a pattern near the center (rose windows)

**spire, n.** a tall, cone-shaped structure at the top of a building (spires)

**devote, v.** to give time or attention to something (devoted)

**exquisite, adj.** extremely beautiful

**destined, adj.** certain to become something or do something

**humble, adj.** not thinking you are better than others

**sacred, adj.** holy; deserving special respect

**Vocabulary Chart for Chapter 5 “The Power of the Church”**

| Vocabulary Type                           | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                                  |
|-------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------|
| Core Vocabulary                           | rose window<br>spire            | summon<br>anchored<br>fast<br>devote<br>exquisite<br>destined<br>humble<br>sacred |
| Multiple-Meaning Core<br>Vocabulary Words |                                 | fast                                                                              |
| Sayings and Phrases                       |                                 |                                                                                   |



## The Power of the Church in the Middle Ages

# Reading



**Primary Focus:** Students will refer to examples from the text when discussing the influence of the church on the daily lives of people in medieval Europe.


 **TEKS 4.1.A; TEKS 4.6.F; TEKS 4.7.G**

### REVIEW (5 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 6.6, which was assigned for homework.
- For further review, remind students that the topic of the previous lesson was towns in the Middle Ages. Ask them what fueled the rise in the number of towns during the Middle Ages.
  - » trade
- Guilds also emerged during the Middle Ages. Ask students to describe the role guilds played in medieval towns.
  - » Guilds controlled wages and set the price and quality of goods merchants sold.
- Remind students that in chapter 1 of the Reader, they heard an overview of the Middle Ages. In that chapter, they heard that the Christian Church was an important part of the everyday lives of people in the Middle Ages.

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that they will read chapter 5, “The Power of the Church.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *summon*.
- Have them find the word on page 38 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *summon*, then have a student read the definition.

 **TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.G** Discuss specific ideas in the text that are important to the meaning.

- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 7.1 while you read each word and its meaning.

**summon, v.** to call or send for someone

**anchored, adj.** strongly connected

**fast, v.** to eat little or no food (fasting)

**rose window, n.** a circular stained-glass window in a church that contains a pattern near the center (rose windows)

**spire, n.** a tall, cone-shaped structure at the top of a building (spires)

**devote, v.** to give time or attention to something (devoted)

**exquisite, adj.** extremely beautiful

**destined, adj.** certain to become something or do something

**humble, adj.** not thinking you are better than others

**sacred, adj.** holy; deserving special respect

- Have one student read The Big Question at the beginning of the chapter. Make sure students understand the meaning of The Big Question before reading the chapter.
  - What practices in the Middle Ages show the influence and power of the Church?

## Activity Page 7.1



**ENGLISH  
LANGUAGE  
LEARNERS**

Language  
Selecting Language  
Resources

### Beginning

Show the visual cues that match each word you prepared in advance. Remind students to refer to visual cues when they see these words in the text.

### Intermediate

Assign students a “vocabulary partner” to help find the meaning of unknown words they come across in a text.

### Advanced/Advanced High

Remind students to keep Activity Page 7.1 as a reference to use when they come across one of these words in the Reader.

**ELPS 4.F**

## Chapter 5

# The Power of the Church

**THE BIG QUESTION**  
What practices in the Middle Ages show the influence and power of the Church?

*It is 6:00 a.m. The church bells are ringing to welcome the day and to **summon** you to church. The early morning sunlight illuminates the stained-glass windows. Sometimes, at daybreak, you attend a church service before starting work. You pray often and your life is **anchored** to the Church.*



Stained-glass windows in La Sainte-Chapelle in Paris, France, built in the 1200s

38

### WHOLE GROUP READING: CHAPTER 5 (20 MIN.)

- Read the title of the chapter together, “The Power of the Church.”
- Point out the italics used in the first paragraph on page 38. Explain that the use of italics signals that this text is different in some way from the following text, in regular font, on page 39. Explain that text on page 38 is written as if you were a person living in the Middle Ages. Have students read page 38 silently.

**Inferential.** What do you think it means when the text says, “your life is anchored to the Church”?

- » It means the Church was very important to the lives of people and they were strongly connected to it.
- Explain that the word *church* is written in this chapter with either a lowercase *c* or an uppercase *C*. Explain that when it is written with a lowercase *c*, it means the actual church building. When it is written with an uppercase *C*, it is referring to the Church as an institution or organization made up of all the church buildings as well as all the leaders of the Church.

## Support

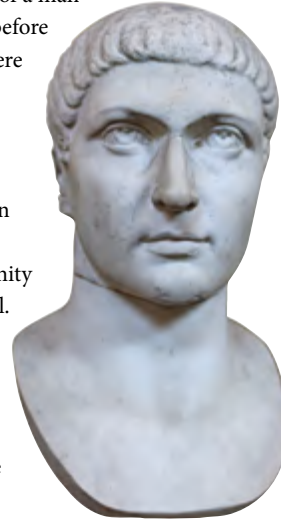
How did many people begin their day during the Middle Ages?

- » They attended a church service before starting work.

It may be impossible for us to understand just how important the Christian Church was to most Europeans in the Middle Ages. Not only did the local lords have great influence over people's lives, but the Church did, too. The power of the Church had grown gradually over a long period of time.

Christianity is based on the teachings of a man named Jesus who lived hundreds of years before the Middle Ages began. Jesus's followers were known as Christians.

In the first three hundred years after Jesus's life, Christianity grew slowly. In fact, in the early years of the ancient Roman civilization, Romans were not permitted to practice the Christian faith. Later, Christianity was tolerated as one religion among several. Eventually, it became the official religion of the Roman Empire. Christianity spread throughout the Empire. As it spread, the power and influence of the Church in Rome grew. The pope was the leader of the western Church.



Under the Roman emperor Constantine the Great, Christianity was accepted as one of several religions in the Roman Empire.

As time went on, during the Middle Ages, conflicts developed between the eastern followers of the Church, who spoke Greek, and the western followers, who spoke Latin. Finally, in 1054 CE, the two sides split over differing beliefs. The eastern Church was called Orthodox. Members of the Orthodox Church thought their beliefs were orthodox, or correct. The western Church, based in Rome, was called Catholic. Members of the Catholic Church thought their beliefs were catholic, or universal.

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## Support

What religion was important to most Europeans in the Middle Ages?

» Christianity

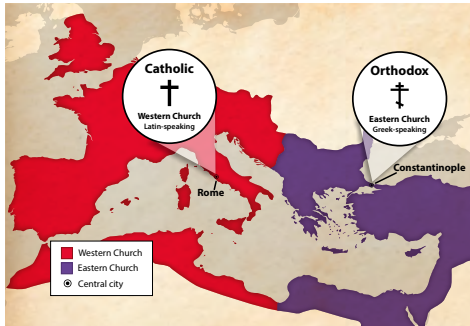
- Have students read page 39 silently, continuing to the end of the first paragraph on the top of page 40.

**Inferential.** The second and third paragraphs tell a little about the early days of Christianity. How do these paragraphs support what the author stated in the first paragraph on this page?

- » They support what is said in the first paragraph because they show how the power of the Church grew slowly over a long period of time.

**Literal.** When the Christian Church split into two parts, one part was called the Orthodox Church and one was called the Catholic Church. What do the words *orthodox* and *catholic* mean?

- » *Orthodox* means “correct”; *catholic* means “universal.”



The Christian Church split apart

The two Christian Churches that emerged during the Middle Ages still exist today.

In western Europe, almost every village and town had a church. Most people attended church on Sunday.

In addition, certain days were considered holy days to mark important events in the life of Jesus and his followers. People did not work on these days, but instead went to church. Some holy days were feast days and other holy days were days of **fasting**. Christmas, an important Christian holiday, was a time of feasting, or celebration. The forty days before Easter, another Christian holiday, were a time of fasting called Lent.

Architects and craftsmen in the Middle Ages built beautiful churches to express their love for God. New engineering skills enabled stonemasons to create a style of architecture that later became known as Gothic. They built tall towers, arches, **rose windows**, and **spires**. Sometimes it took hundreds of years to complete a great medieval cathedral.



Chartres Cathedral

40

- Have students read pages 40 and 41 silently.

Holy shrines dedicated to people who played an important role in the history of Christianity were scattered across western Europe. These shrines were usually places where religious figures had been killed or buried, or where miracles were believed to have happened. Most Christians

hoped to go on at least one journey, or pilgrimage, to visit one of these shrines in their lifetime. For many, going on a pilgrimage meant walking or riding long distances, and eating and sleeping in roadside taverns or religious houses. Many men and women made the journey to fulfill a vow to God, to seek a cure for a disease, or just to travel abroad.



Medieval pilgrims

Monks were men who chose to live apart from society and to **devote** their lives to the Church. They spent their lives in monasteries, working on the land, studying, and praying. Monks were often the most educated

people in Europe, especially in the early part of the Middle Ages. A monastery was a building, or collection



Sénanque Abbey in Provence, France, was founded in 1148 CE.

of buildings, that housed monks. Monasteries were usually contained within high walls that provided a certain amount of protection.

41

**Literal.** How did Christians in the Middle Ages celebrate holy days? Holy days were divided into what categories?

- » by going to church; feasting or fasting

**Inferential.** How would you describe the architecture, or style, of churches and cathedrals?

- » They were usually built of stone with tall towers, arches, rose windows, and spires.

Why do you think it took so long to build the medieval cathedrals?

- » Answers may vary, but may focus on the elaborate nature of the buildings' features, the immense size of the buildings, and the unavailability of certain equipment and machines that exist today.

- Ask students to turn back to page 38 and locate the image of the rose window on that page.

**Inferential.** Why do you think this is called a rose window?

- » Answers may vary, but may include the fact that the window, like a rose, is circular with a central design and it looks somewhat like a flower.

**Literal.** What was a pilgrimage?

- » a journey taken by Christians to visit religious shrines that were dedicated to the lives of people important to the history of Christianity

**Literal.** Who were monks?

- » men who chose to live apart from society and devote their lives to the Church

Where did they live?

- » monasteries

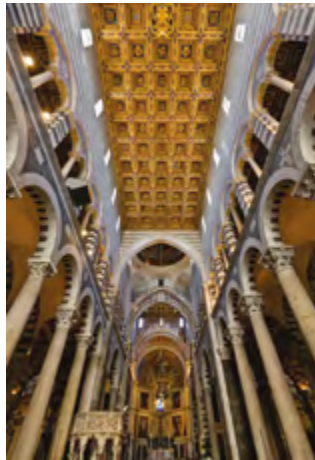


Women also joined the Church. Women who devoted their lives to the Church were called nuns. Nuns lived in convents, or nunneries. Nuns received many of the same benefits as monks. They were educated and were taught crafts and other skills.

As the Church grew in power and influence, it became very wealthy. The Church raised taxes and it owned land. People who held powerful positions within the Church often came from wealthy noble families. They gave large amounts of money to the Church. The Church also influenced political decisions and supported or opposed kings.



A painting from the 1400s shows nuns kneeling in prayer.



Interior of the Duomo, or Cathedral, of Pisa, Italy, begun in the 1000s

Not only powerful people gave money to the Church. All Christians were required to pay one-tenth of their earnings to the Church. This payment was known as a tithe.

However, there was a troubling side to this deeply religious period in history. Some people expressed ideas with which the pope and other Church leaders disagreed. Church leaders called these contradictory opinions heresy, and the people who held them were called heretics. Heretics were treated cruelly.

42

- Have students read page 42 silently.

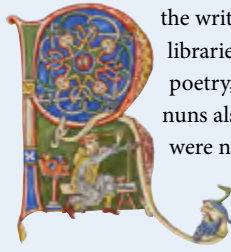
**Literal.** Describe women who devoted their lives to the church.

- » These women were called nuns and they lived in convents, or nunneries. They received many of the same benefits as monks. They were educated and were taught crafts and other skills.

**Literal.** How did the Church become wealthy?

- » It raised taxes and owned land. Influential people within the Church often came from wealthy families and gave large amounts of money to the Church. It collected tithes from all Christians.

## Precious Books



Illuminated manuscripts were works of art.

During the Middle Ages, monks and nuns studied the writings of ancient Greeks and Romans. Their libraries contained books about religion, science, poetry, mathematics, and history. Monks and nuns also copied ancient writings by hand. There were no machines or printers that made books.

By copying these texts, monks and nuns helped to preserve, or save, ancient knowledge that would otherwise have been lost.

In the late Middle Ages, the higher social classes who could read, and even write, owned their own prayer books, such as the *Books of Hours*. These prayer books were read at different times of the day. In addition to prayers, the books included biblical texts, calendars, hymns, and painted pictures.

Many of the books produced by monks and nuns contained **exquisite** art and design features. After the Middle Ages, as a result of Johannes Gutenberg's invention of the printing press around 1450 CE, more affordable books were produced. These printed books began to replace the beautiful handmade books and made these original manuscripts even more rare.



Page from *Book of Hours* created in the early 1400s for John, Duke of Berry (France)

43

- Have students read page 43 silently.

**Literal.** How did monks and nuns help preserve, or save, knowledge from the ancient Greeks and Romans?

- » They copied ancient writings by hand.

**Inferential.** What is the author of the text describing as exquisite?

- » the art and design features of the religious books

What does the word *exquisite* mean?

- » extremely beautiful

## Challenge

What words in the text help show the meaning of the word *exquisite*?

- Point to the image at the top of page 43 and explain that this is one of the pieces of art contained in an illuminated manuscript. Illuminated manuscripts are handwritten books decorated with elaborate designs and colors. In addition to preserving ancient knowledge, these books are also beautiful works of art.

### If You Were a Monk

Young boys like you are often given to a monastery. Even a serf can become a monk. Therefore, if you are not **destined** to become a craftsman or a merchant, then becoming a monk is a good option.

Life within a monastery certainly is hard. However, you are assured of a place to sleep, clothing, food, medical care, and an education.



Novice working in the monastery garden

Your training will take many years. When you start your training, you are called a novice, another word for *beginner*. You begin by learning to read and write. You study texts from the Bible, pray, and learn to farm or to acquire a certain skill. If, at the end of your training,



Novice

you are certain you want to join the Church, you



Novice taking his vows

take part in a special ceremony. In this ceremony, you vow, or promise, to dedicate your life to God. You also vow not to marry, and to live a **humble** and obedient life. Then, the top of your head is shaved, identifying you as a monk.

- Have students read page 44.

**Inferential.** What were some of the advantages of life in a monastery?

- » Monks were assured of a place to sleep, clothing, food, medical care, and an education.

### Support

What does the word *destined* mean?

- » certain to become something or do something



Monks chanting hymns

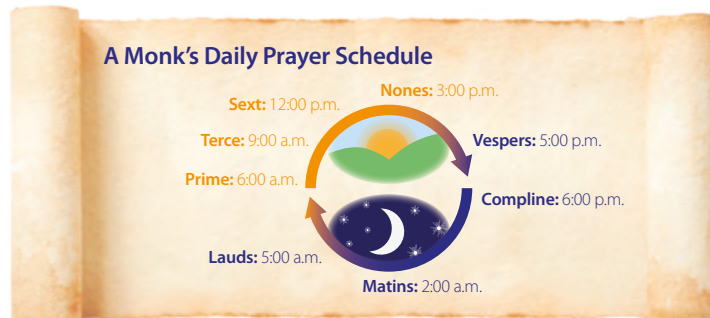
As a monk, you spend a large part of your day in worship and prayer. However, you also spend time working on the land or in the monastery itself. You might wash clothes, cook, or tend to the vegetable garden. You might learn to make honey, wine, or beer. Or, you might learn how to make shoes or furniture. If you have a beautiful singing voice, you might participate in the performance of Gregorian

chants. Gregorian chants are a form of **sacred**

vocal music, or musical speech, based on hymns or passages from the Bible. Monks perform these chants on certain holy days. As a gifted artist, you might work in the scriptorium copying the work of classical writers or producing new books. For many like you, the life of a monk provides a degree of security and protection from some of the challenges of medieval life.



Monk working in the scriptorium



**Literal.** What did monks vow, or promise, to do in the ceremony in which they officially joined the church?

- » dedicate their lives to God, not marry, and live a humble and obedient life

## Medieval Musings

1. What did monks and nuns write with?  
(Clue: This writing tool was once attached to a creature that can fly.)
2. Certain religious people provided serfs with medical care. Who do you think those people were?



John Duns Scotus, a member of the Church

46

- Have students read the section titled “Medieval Musings.” Remind students that, as time permits, they may conduct independent research to discover the answers to these questions.

## Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



47

### Activity Page 2.3



- Remind students that, as time permits, they may search for the hidden letter in the Letter Quest activity and record the letter on Activity Page 2.3.

## LESSON WRAP-UP (10 MIN.)

- Use the following questions for discussion.

**Note:** Question 1 relates to The Big Question of the chapter.

1. **Inferential.** What practices from the Middle Ages show the influence and power of the Church?
  - » People went to church often and created holy days to mark important religious events; they built large cathedrals; they went on pilgrimages; some people devoted their lives to the Church; the Church grew wealthy; and the Church influenced political decisions and supported or opposed kings.
- Ask students to look at the image of Chartres Cathedral on page 40.
2. **Inferential.** When you see the size and architectural details of churches built during the Middle Ages, and know that they took many, many years to build, what does that tell you about the importance of the Church in the lives of Europeans who lived during that time period?
  - » The Church was very important because people were willing to put so much time, effort, and money into making such elaborate buildings.
3. **Inferential.** Why would someone in the Middle Ages decide to become a monk?
  - » Answers may vary, but may include the fact that the Church played an important role in the lives of people in the Middle Ages. It was a way for someone like a serf to have a better life. Monks were assured of a place to sleep, clothing, food, medical care, and an education. Being a monk offered some security and protection from the challenges of medieval life.
4. **Evaluative.** Think-Pair-Share. How would the lives of a monk and a serf in the Middle Ages differ? How would they be similar?
  - » Answers may vary, but may include the fact that monks went through a training period in which they learned to read and write. Monks took part in a ceremony in which they vowed to dedicate their lives to God. Serfs were controlled by a lord. Serfs lived on a manor. Monks lived in a monastery.
  - » Answers may vary, but may include the fact that both worked hard for many hours of the day. Both often worked outside to grow food.
- Have students share the information discussed with their partner in the Think-Pair-Share activity.





### Check for Understanding

Tell students they will play a game called “Monk or Serf?” You will say a fact, and students will hold their fingers up whether they think that fact is true for a monk, a serf, or both. One finger: monk; two fingers: serf; three fingers: both. Read the facts you prepared in advance, and ask follow-up questions if you notice misconceptions.

- Have students take home Activity Page 7.7 to read and complete for homework.

### WORD WORK: *DEVOTE* (5 MIN.)

1. In the chapter, you read, “Monks were men who chose to live apart from society and to devote their lives to the Church.”
2. Say the word *devote* with me.
3. *Devote* means “to give one’s time or attention to something.”
4. Sandra and her brother love to play basketball, so they devote at least five hours a week to practicing.
5. What activity do you devote a lot of time to? Be sure to use the word *devote* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I devote a lot of time to \_\_\_\_.”
6. What part of speech is the word *devote*?
  - » verb
  - Use a Synonyms activity for follow-up. What does the word *devote* mean? What are some words that are synonyms, or words that have a similar meaning, of *devote*? Prompt students to provide words like *pledge*, *commit*, and *vow*. Have students turn to a partner and create sentences using the synonyms they provided.

## Lesson 7: The Power of the Church in the Middle Ages

# Writing



**Primary Focus:** Students will use a graphic organizer to produce clear and coherent writing that compares the lives of medieval knights, craftsmen, monks, and nuns. **TEKS 4.7.D; TEKS 4.7.E**

### REVIEW (5 MIN.)

- Tell students that you are returning the serfs paragraph they completed for homework, along with a completed evaluation rubric. Suggest that each student take several minutes to read any comments, as well as the completed evaluation rubric. Explain that while this feedback applies specifically to the informative paragraph students wrote about serfs, understanding the specific areas where they need improvement will help them as they continue to write other paragraphs. Let students know that later in today's lesson, you will go around as they work, to provide additional feedback individually.
- Remind students that the particular type of paragraph that they have practiced writing during the last several lessons was called an informative or explanatory paragraph, the purpose of which was to provide factual information about a particular topic. Explain that, in addition to providing information, yet another purpose for writing may be to persuade the reader toward a certain point of view or opinion. Tell students that they will start working today, and through the next several lessons, to learn how to write a persuasive paragraph and state an opinion.

### MODEL TAKING NOTES (10 MIN.)

- Point to the "If You Were a Boy Serf" section that comes at the end of chapter 2. Several other chapters contain similar sections. Tell students these sections describe people in the Middle Ages and their place in society.
- Remind students they have read about serfs, lords, knights, craftsmen, monks, and nuns. They have taken notes and written descriptive paragraphs about serfs and lords.
- Tell students they will use a graphic organizer to gather information from the Reader about knights, craftsmen, monks, and nuns. This graphic organizer will help them determine which character they would choose to be during the Middle Ages.

**TEKS 4.7D** Retell, paraphrase or summarize texts in ways that maintain meaning and logical order; **TEKS 4.7E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

## Activity Page 7.2



**ENGLISH  
LANGUAGE  
LEARNERS**



Writing  
Writing

### Beginning

Provide one-on-one support to students as they scan the text and paraphrase.

### Intermediate

Ask students to focus on recording only key words from the text in the graphic organizer if they struggle to paraphrase.

### Advanced/Advanced High

Ensure that a student who received full credit on the rubric from the last writing assignment about serfs and lords is in the same group and is available as a collaborator for a bridging student.

**ELPS 4.G; ELPS 5.B**

- Assign students to one of three or four groups for note taking: knights (chapter 3), craftsmen (chapter 4), monks (chapter 5), and nuns (chapter 5 and page 36). Within each group, you may wish to have students work as partners, with some partners starting with the “Homes” category and working from the top of the list down, and others starting with the “Amount of Power” category, working from the bottom of the list up.
- Have students turn to Activity Page 7.2. They have already completed a similar graphic organizer for lords and serfs.
- Remind students that the Middle Ages text they have been reading is informational text and there are many text features (headings, captions, etc.) that are helpful in navigating the text. Tell students the images can also be useful in locating information, as the images often relate to the text around them.
- Have students turn to chapter 3, “Gloomy Castles and Jousting Knights,” and have them follow along as you review how to take notes from a text. Tell students to begin with the section subtitled “If You Were a Knight.”
- Briefly model how to scan the text to locate information for the graphic organizer. Using the Knights, Craftsmen, Monks, and Nuns Graphic Organizer, model taking notes in the “Knights” column.
  - For example, the first category is “Homes.” Tell students that in order to find specific information about the type of homes knights generally lived in during the Middle Ages, they must scan the text for key words (such as *live* or *home*) and specific information.
  - Scanning the first paragraph of the “If You Were A Knight” section, point out that the second sentence contains the keywords *home* and *live*. Remind students they should always paraphrase notes, or write them in their own words. (“lived with the lord training them”) Have students copy your paraphrase in their graphic organizers. Write the page numbers of where they found each piece of evidence next to your paraphrased notes.

## PRACTICE TAKING NOTES (20 MIN.)

- Remind groups of their assigned role, text chapter, and the category they should start with on the graphic organizer. If you have divided your class into four groups, so that the categories of “Monks” and “Nuns” are being addressed by separate groups of students, ask each group to circle either “Monks” or “Nuns” in the header on Activity Page 7.2, to show which category they will take notes on.

- Emphasize the importance of writing key information in the shortest form possible, and of paraphrasing, or writing the information in their own words. Remind students that images and captions can provide details as well. Students should write the page numbers of where they found each piece of evidence next to their paraphrased notes.
- Advise students to begin with the “If You Were . . .” section (or chapter 5 and page 36 if taking notes on nuns), but scan other parts of the chapter to fill in any gaps in information.
- Circulate and check in with students to support them as they write. Also, use this opportunity to provide additional feedback to individual students regarding the serfs paragraph they wrote.

**Note:** These charts, with the inclusion of direct quotes from the text and suggested paraphrasing, are provided for teacher reference. As you model, you should read the direct quote from the text or a text feature and describe how to transform that quote into a written paraphrase. Students should complete their graphic organizers with paraphrased notes from the text and page numbers where the information came from.

| <b>Knights</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                            |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
|                 | <b>Direct Quote from Text</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Suggested Paraphrase</b>                                                |
| Homes           | p. 20 “Leave home to live with a family friend or relative who has agreed to train you”                                                                                                                                                                                                                                                                                                                                                                      | lived with the lord training them                                          |
| Work            | p. 20 “Help to dress and to serve the lord. . . . Probably learn to use a sword, to ride a horse, and to wield a lance. . . . Become a squire. . . . Responsible for grooming and saddling the lord’s horses. . . . Cleaning and polishing his armor. . . . Learn how to fight while riding a horse. . . . Learn to use other weapons”<br>p. 21 “Expected to serve their lord. . . . Required to honor and protect the Church and weaker members of society” | learned how to use a sword and ride a horse<br>protected Church and others |
| Clothing        | Students should describe using images in chapter 3                                                                                                                                                                                                                                                                                                                                                                                                           | armor, shield, sword                                                       |
| Food            | Students should assume this is similar to the food of a lord, as knights-in-training lived with lords                                                                                                                                                                                                                                                                                                                                                        | good food                                                                  |
| Amount of Power | p. 21 “Expected to serve their lord”                                                                                                                                                                                                                                                                                                                                                                                                                         | less power than a lord                                                     |

| <b>Craftsmen</b> |                                                                                                                                                                                                                                                                                                                    |                                                                                                           |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|                  | <b>Direct Quote from Text</b>                                                                                                                                                                                                                                                                                      | <b>Suggested Paraphrase</b>                                                                               |
| Homes            | <p>p. 33 "People lived in small houses crowded together. . . . Did not have a toilet inside. . . . People in towns cooked on small fires inside their homes"</p> <p>p. 34 "Sent away at an early age. . . . Live in the home of a master, or highly skilled craftsman"</p>                                         | <p>live in town with the family of a master craftsman</p> <p>Towns were dirty and crowded.</p>            |
| Work             | <p>p. 31 "Carpenters, papermakers, glassmakers, and blacksmiths"</p> <p>p. 35 "Apprentice. . . . Journeyman. . . . Master craftsman"</p>                                                                                                                                                                           | <p>made specific items, such as furniture, paper, glass, and iron products</p>                            |
| Clothing         | <p>p. 35 "Your new family provides the clothes you wear"</p> <ul style="list-style-type: none"> <li>• [Students can describe from images on pages 34 and 35.]</li> </ul>                                                                                                                                           | <p>enough clothes</p>                                                                                     |
| Food             | <p>p. 35 "Eat with [the master's] family"</p>                                                                                                                                                                                                                                                                      | <p>enough food</p>                                                                                        |
| Amount of Power  | <p>p. 32 "Towns were not outside the control of the local lord. Merchants and craftsmen usually paid lords in the form of money or goods. . . . In exchange for money or goods, many lords granted towns special charters [that] allowed wealthy and influential townspeople the right to make their own laws"</p> | <p>paid taxes to lords</p> <p>could make their own laws</p> <p>more power and independence than serfs</p> |

| <b>Monks</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                       |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                 | <b>Direct Quote from Text</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Suggested Paraphrase</b>                                                           |
| Homest          | p. 41 “Spent their lives in monasteries . . . a building, or collection of buildings, that housed monks”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | lived in monasteries                                                                  |
| Work            | <p>p. 41 “Church . . . spent their lives in monasteries, working on the land, studying, and praying . . . often the most educated people in Europe”</p> <p>p. 43 “Monks and nuns studied the writings of ancient Greeks and Romans”</p> <p>p. 44 “Learning to read and write . . . study texts from the Bible, pray, and learn to farm or to acquire a certain skill . . . vow . . . to dedicate your life to God . . . vow not to marry and to live a humble and obedient life”</p> <p>p. 45 “Might wash clothes, cook, or tend to the vegetable garden . . . learn to make honey, wine, or beer . . . learn how to make shoes or furniture . . . work in the scriptorium copying the work of classical writers or producing new books”</p> | <p>were educated and taught skills</p> <p>worked on the land, studied, and prayed</p> |
| Clothing        | [Students should describe from images on pages 44 and 45.]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | enough clothing                                                                       |
| Food            | p. 44 “Assured of a place to sleep, clothing, food, medical care, and an education”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | enough food                                                                           |
| Amount of Power | <p>p. 44 “Even a serf can become a monk”</p> <p>p. 45 “Life of a monk provides a degree of security and protection from some of the challenges of medieval life”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | protected from systems of rank and power by Church                                    |

| Nuns            |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                             |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|                 | Direct Quote from Text                                                                                                                                                                                                                                                                                                                                                | Suggested Paraphrase                                                                                                        |
| Homes           | p. 42 “lived in convents, or nunneries”                                                                                                                                                                                                                                                                                                                               | lived in convents                                                                                                           |
| Work            | p. 36 “Abbess Hildegard was a writer and composer”<br>p. 42 “were educated and were taught crafts and other skills . . . a painting from the 1400s shows nuns kneeling in prayer”<br>p. 43 “studied the writings of ancient Greeks and Romans . . . copied ancient writings by hand . . . preserved ancient knowledge . . . illuminated manuscripts were works of art | were educated and studied different subject areas<br>prayed<br>copied ancient books and illustrated them with beautiful art |
| Clothing        | [students should describe from image on p. 42]                                                                                                                                                                                                                                                                                                                        | simple clothing, robes of dark colors (brown or black), with their heads covered                                            |
| Food            | p. 42 “received many of the same benefits as monks”                                                                                                                                                                                                                                                                                                                   | Food was probably provided.                                                                                                 |
| Amount of Power | p. 42 “received many of the same benefits as monks”                                                                                                                                                                                                                                                                                                                   | protected from systems of rank and power by Church                                                                          |

### SHARE NOTES (10 MIN.)

- Display the enlarged graphic organizer from Activity Page 7.2 for use with students. Have students share the notes they took for each category, completing the “Homes” category for knights, craftsmen, monks, and nuns before moving on to the “Work” category for all four. Encourage students to share a few examples of how text features helped them identify important information.
- Discuss how to keep this activity page in a safe space for use in future lessons, such as in a binder, in a common folder with other students, or with their Activity Books.
- Students should complete for homework any categories not shared in the whole group, using Activity Page 7.3 (reproduction of the Reader text for knights), Activity Page 7.4 (reproduction of the Reader text for craftsmen), Activity Page 7.5 (reproduction of the Reader text for monks), and/or Activity Page 7.6 (reproduction of the Reader text for nuns).

### Support

You may wish to have some students take notes on only one or two of the three roles covered in the organizer.

The Power of the Church in the Middle Ages

# Take-Home Material

## WRITING

- Have students take home Activity Page 7.7 to read and complete for homework.
- Have students take home Activity Pages 7.2–7.6 to complete the graphic organizer on Activity Page 7.2. (You may choose to allow students to decide whether to combine monks and nuns as one category or to select either the Monks category or the Nuns category to complete.)





## 8

# Positive Aspects of Life in the Middle Ages

## PRIMARY FOCUS OF LESSON

### Reading

Students will participate in a small group discussion of “The Power of the Church” and cite evidence from the text. **TEKS 4.1.A; TEKS 4.6.F; TEKS 4.7.G**

### Writing

Students will collect facts from the text that support their opinions and include them in a graphic organizer. **TEKS 4.7.E; TEKS 4.11.A**

## FORMATIVE ASSESSMENT

### Activity Page 8.1

**Graphic Organizer: Pros of Knights, Craftsmen, Monks, and Nuns** Collect facts that demonstrate positive aspects of the lives of knights, craftsmen, and monks/nuns in a graphic organizer.

**TEKS 4.7.E; TEKS 4.11.A**

**TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

## LESSON AT A GLANCE

|                            | Grouping                   | Time    | Materials                                                                                                                                    |
|----------------------------|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>   |                            |         |                                                                                                                                              |
| Review                     | Whole Group                | 10 min. | <input type="checkbox"/> Answer Key for Activity Page 7.7<br><input type="checkbox"/> Reader                                                 |
| Close Reading: Chapter 5   | Whole Group/<br>Individual | 20 min. | <input type="checkbox"/> Activity Pages 7.1, 7.7                                                                                             |
| Discuss the Chapter        | Whole Group/<br>Partner    | 10 min. |                                                                                                                                              |
| Word Work: <i>Destined</i> | Whole Group                | 5 min.  |                                                                                                                                              |
| <b>Writing (45 min.)</b>   |                            |         |                                                                                                                                              |
| Model Organizing Ideas     | Whole Group                | 10 min. | <input type="checkbox"/> Lords and Serfs Graphic Organizer<br><input type="checkbox"/> Knights, Craftsmen, Monks, and Nuns Graphic Organizer |
| Practice Organizing Notes  | Individual                 | 30 min. | <input type="checkbox"/> Pro Chart<br><input type="checkbox"/> Activity Pages 2.6, 7.2, 8.1                                                  |
| Wrap-Up                    | Whole Group                | 5 min.  | <input type="checkbox"/> Copies of student work sample (7.2)                                                                                 |
| <b>Take-Home Material</b>  |                            |         |                                                                                                                                              |
| Reading                    |                            |         | <input type="checkbox"/> Activity Page 8.2                                                                                                   |
| Writing                    |                            |         | <input type="checkbox"/> Activity Pages 7.2, 8.1                                                                                             |

## ADVANCE PREPARATION

### Writing

- Create an enlarged version of the Pro Chart on Activity Page 8.1 to display and use with students. Alternatively, you can access a digital version in the digital components for this unit.

|             | +        |
|-------------|----------|
| Lord        | 1.<br>2. |
| Serf        | 1.<br>2. |
| Knight      | 1.<br>2. |
| Craftsman   | 1.<br>2. |
| Monk or Nun | 1.<br>2. |

- Display the enlarged versions of the Lords and Serfs Graphic Organizer completed in Lesson 4 and the Knights, Craftsmen, Monks, and Nuns Graphic Organizer completed in Lesson 7.

### Universal Access

- Plan heterogeneous groups based on past writing performance on rubrics to support struggling students.
- Prepare page numbers that reference information in the reader for each social class they are writing about.
- Copy an exemplary student work sample of Activity Page 7.2 that others may use as a reference as they transfer the information to the graphic organizer on Activity Page 8.1.
- Print out multiple-choice options for the Making Choices Activity during word work:
  - \_\_\_\_\_ is destined to \_\_\_\_\_.
  - \_\_\_\_\_ is not destined to \_\_\_\_\_.
- Create two additional examples for the Making Choices Activity as alternatives to examples 1 and 4 that are heavily reliant on background knowledge.

## Lesson 8: Positive Aspects of Life in the Middle Ages

## Reading



**Primary Focus:** Students will participate in a small group discussion of “The Power of the Church” and cite evidence from the text. **TEKS 4.1.A; TEKS 4.6.F; TEKS 4.7.G**

## REVIEW (10 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 7.7, which was assigned for homework.
- Ask students the following questions to review additional details from the previous lesson:
  1. Which Church was powerful in Europe during the Middle Ages?
    - » The Christian Church
  2. The religion of Christianity is based on whose teachings?
    - » Jesus
- Remind students that Jesus was born during the Roman Empire, hundreds of years before the beginning of the Middle Ages.
- 3. Who is the leader of the Christian Church based in Rome?
  - » The pope
- Ask students to look at the images of the cathedrals on pages 38, 40, and 42.
- 4. Looking at these images, what can you guess about the power, wealth, and importance of the Church in the Middle Ages?
  - » These images show that the Church was wealthy and important to people’s lives. We know this because the buildings are very elaborate and took a lot of time and money to build.
- Tell students they will reread chapter 5, “The Power of the Church.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - What practices in the Middle Ages show the influence and power of the Church?

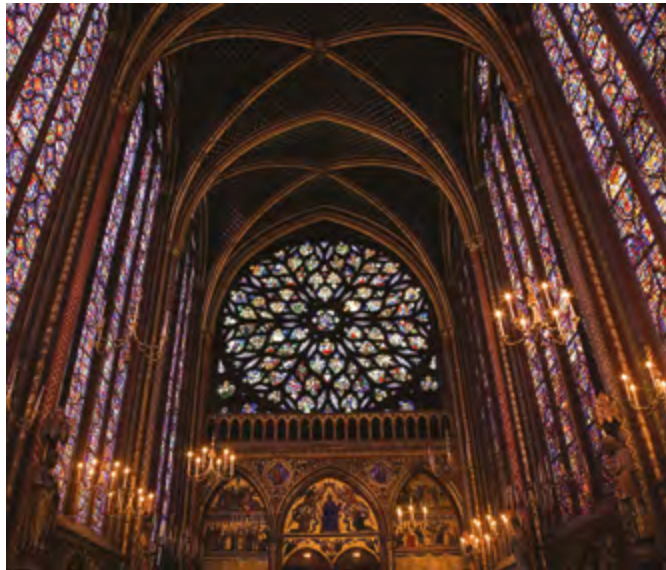
**TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.G** Discuss specific ideas in the text that are important to the meaning.

## Chapter 5

# The Power of the Church

**THE BIG QUESTION**  
What practices in the Middle Ages show the influence and power of the Church?

*It is 6:00 a.m. The church bells are ringing to welcome the day and to **summon** you to church. The early morning sunlight illuminates the stained-glass windows. Sometimes, at daybreak, you attend a church service before starting work. You pray often and your life is **anchored** to the Church.*



Stained-glass windows in La Sainte-Chapelle in Paris, France, built in the 1200s

38

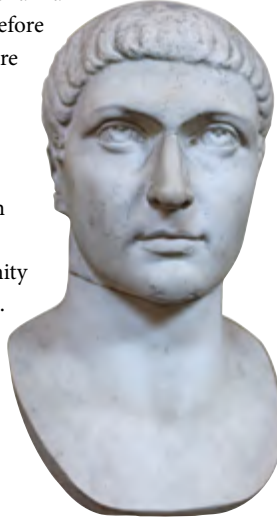
### CLOSE READING: CHAPTER 5 (20 MIN.)

- Read the title of “The Power of the Church” aloud as a class. As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

It may be impossible for us to understand just how important the Christian Church was to most Europeans in the Middle Ages. Not only did the local lords have great influence over people's lives, but the Church did, too. The power of the Church had grown gradually over a long period of time.

Christianity is based on the teachings of a man named Jesus who lived hundreds of years before the Middle Ages began. Jesus's followers were known as Christians.

In the first three hundred years after Jesus's life, Christianity grew slowly. In fact, in the early years of the ancient Roman civilization, Romans were not permitted to practice the Christian faith. Later, Christianity was tolerated as one religion among several. Eventually, it became the official religion of the Roman Empire. Christianity spread throughout the Empire. As it spread, the power and influence of the Church in Rome grew. The pope was the leader of the western Church.

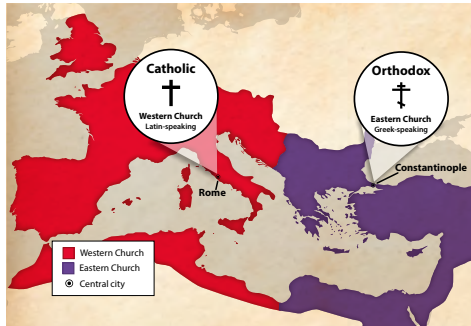


Under the Roman emperor Constantine the Great, Christianity was accepted as one of several religions in the Roman Empire.

As time went on, during the Middle Ages, conflicts developed between the eastern followers of the Church, who spoke Greek, and the western followers, who spoke Latin. Finally, in 1054 CE, the two sides split over differing beliefs. The eastern Church was called Orthodox. Members of the Orthodox Church thought their beliefs were orthodox, or correct. The western Church, based in Rome, was called Catholic. Members of the Catholic Church thought their beliefs were catholic, or universal.

39

- Have students silently read the last paragraph on page 39 to the top of page 40.



The Christian Church split apart

The two Christian Churches that emerged during the Middle Ages still exist today.

In western Europe, almost every village and town had a church. Most people attended church on Sunday.

In addition, certain days were considered holy days to mark important events in the life of Jesus and his followers. People did not work on these days, but instead went to church. Some holy days were feast days and other holy days were days of **fasting**. Christmas, an important Christian holiday, was a time of feasting, or celebration. The forty days before Easter, another Christian holiday, were a time of fasting called Lent.

Architects and craftsmen in the Middle Ages built beautiful churches to express their love for God. New engineering skills enabled stonemasons to create a style of architecture that later became known as Gothic. They built tall towers, arches, **rose windows**, and **spires**. Sometimes it took hundreds of years to complete a great medieval cathedral.



Chartres Cathedral

40

**Inferential.** What does the word *orthodox* mean?

- » correct

Why do you think the eastern part of the Church chose this word as part of its name?

- » The Orthodox Church thought its beliefs were correct.

- Point out that, like the word *church*, the word *orthodox* is shown in this text with both a lowercase letter and with a capital letter. Explain that when it is written with a lowercase letter, it is an adjective, and when it is written with a capital letter, it is a proper noun referring to a specific church.

**Inferential.** What does the word *catholic* mean?

- » “universal”, which means “applying to or including everyone”

Why do you think the western part of the Church chose this word as part of its name?

- » The Catholic Church thought its beliefs applied to everyone.

- Point out that, like the words *church* and *orthodox*, the word *catholic* is shown in this text with both a lowercase letter and with a capital letter. Explain that when it is written with a lowercase letter, it is an adjective, and when it is written with a capital letter, it is a proper noun referring to a specific church.



Holy shrines dedicated to people who played an important role in the history of Christianity were scattered across western Europe. These shrines were usually places where religious figures had been killed or buried, or where miracles were believed to have happened. Most Christians



Medieval pilgrims

hoped to go on at least one journey, or pilgrimage, to visit one of these shrines in their lifetime. For many, going on a pilgrimage meant walking or riding long distances, and eating and sleeping in roadside taverns or religious houses. Many men and women made the journey to fulfill a vow to God, to seek a cure for a disease, or just to travel abroad.

Monks were men who chose to live apart from society and to **devote** their lives to the Church. They spent their lives in monasteries, working on the land, studying, and praying. Monks were often the most educated people in Europe, especially in the early part of the Middle Ages. A monastery was a building, or collection



Sénanque Abbey in Provence, France, was founded in 1148 CE.

of buildings, that housed monks. Monasteries were usually contained within high walls that provided a certain amount of protection.

41

- Have students read the first paragraph on page 41 silently.

**Inferential.** What does the word *pilgrimage* mean?

- » “a religious journey”

What clues from the text help you to determine the meaning of the word *pilgrimage*?

- » “journey”; “visit one of these shrines”; “journey to fulfill a vow to God”

**Inferential.** Why would most Christians hope to go on at least one pilgrimage in their lifetimes?

- » Answers may vary, but should include the fact that the Church was an important part of the lives of Christians in the Middle Ages.

Women also joined the Church. Women who devoted their lives to the Church were called nuns. Nuns lived in convents, or nunneries. Nuns received many of the same benefits as monks. They were educated and were taught crafts and other skills.

As the Church grew in power and influence, it became very wealthy. The Church raised taxes and it owned land. People who held powerful positions within the Church often came from wealthy noble families. They gave large amounts of money to the Church. The Church also influenced political decisions and supported or opposed kings.



A painting from the 1400s shows nuns kneeling in prayer.

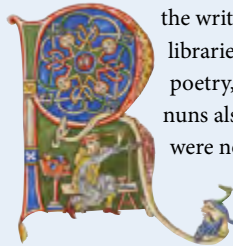


Interior of the Duomo, or Cathedral, of Pisa, Italy, begun in the 1000s

Not only powerful people gave money to the Church. All Christians were required to pay one-tenth of their earnings to the Church. This payment was known as a tithe.

However, there was a troubling side to this deeply religious period in history. Some people expressed ideas with which the pope and other Church leaders disagreed. Church leaders called these contradictory opinions heresy, and the people who held them were called heretics. Heretics were treated cruelly.

## Precious Books



Illuminated manuscripts were works of art.

During the Middle Ages, monks and nuns studied the writings of ancient Greeks and Romans. Their libraries contained books about religion, science, poetry, mathematics, and history. Monks and nuns also copied ancient writings by hand. There were no machines or printers that made books.

By copying these texts, monks and nuns helped to preserve, or save, ancient knowledge that would otherwise have been lost.

In the late Middle Ages, the higher social classes who could read, and even write, owned their own prayer books, such as the *Books of Hours*. These prayer books were read at different times of the day. In addition to prayers, the books included biblical texts, calendars, hymns, and painted pictures.

Many of the books produced by monks and nuns contained **exquisite** art and design features. After the Middle Ages, as a result of Johannes Gutenberg's invention of the printing press around 1450 CE, more affordable books were produced. These printed books began to replace the beautiful handmade books and made these original manuscripts even more rare.



Page from *Book of Hours* created in the early 1400s for John, Duke of Berry (France)

43

- Have students read page 43 silently.

**Inferential.** What role did monks and nuns play during the Middle Ages in preserving writings from ancient Greece and Rome?

- » Monks and nuns copied these writings by hand into new books.

Why might it be important to preserve this ancient knowledge?

- » Answers may vary, but should include the fact that much of what historians know about these ancient civilizations comes from their writings, and that the monks helped save this information.

**Inferential.** Why did monks and nuns spend so much time carefully writing and illustrating prayer books such as the Books of Hours by hand?

- » Answers may vary, but should mention that this was the only way to get books before the invention of the printing press and that the Church and prayer were important to people in the Middle Ages.

### If You Were a Monk

Young boys like you are often given to a monastery. Even a serf can become a monk. Therefore, if you are not **destined** to become a craftsman or a merchant, then becoming a monk is a good option.

Life within a monastery certainly is hard. However, you are assured of a place to sleep, clothing, food, medical care, and an education.



Novice working in the monastery garden



Novice

Your training will take many years. When you start your training, you are called a novice, another word for *beginner*. You begin by learning to read and write. You study texts from the Bible, pray, and learn to farm or to acquire a certain skill. If, at the end of your training, you are certain

you want to join the Church, you take part in a special ceremony. In this ceremony, you vow, or promise, to dedicate your life to God. You also vow not to marry, and to live a **humble** and obedient life. Then, the top of your head is shaved, identifying you as a monk.



Novice taking his vows

- Read the heading “If You Were a Monk” and the first paragraph on page 44 aloud.

**Inferential.** Whom is the author talking to in this sentence? “Therefore, if you are not destined to become a craftsman or a merchant, then becoming a monk is a good option.”

» the reader

**Inferential.** This is written in the second-person point of view, meaning that the author directly addresses the audience. Why would the author of this text use the third-person point of view throughout most of the text, and then change to the second-person point of view in some parts, such as the text on pages 44 and 45?

- » Answers may vary, but should include that the author wanted to help the reader imagine what life was like during the Middle Ages. By using the pronoun *you*, the author brings the reader into the story and allows him/her to visualize life as a monk.

- Read the second paragraph on page 44 aloud.

**Inferential.** The word *however* signals a change from the previous sentence or paragraph. What is the change that occurs from the first sentence?

- » The first sentence states something negative about life in a monastery, but the second sentence states something positive.

**Inferential.** What words, phrases, or images provide clues to the meaning of *humble* in this paragraph?

- » Possible clues include: “dedicate your life to God”; vow not to marry”; “obedient life”; plain clothing in the images.

What does the word *humble* mean? (a) proud, (b) not thinking you are better than everyone else, (c) holy, or (d) not concerned with how difficult life could be in the Middle Ages?

- » (b) not thinking you are better than everyone else



Monks chanting hymns

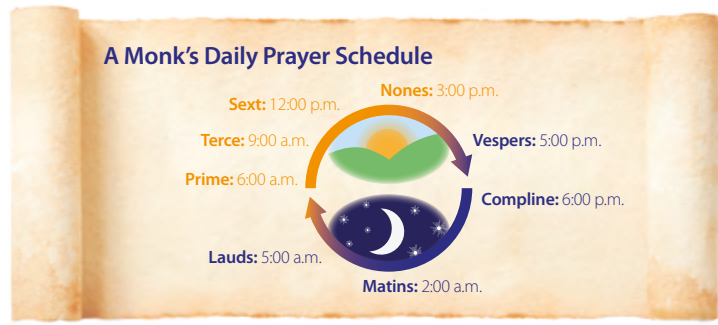
As a monk, you spend a large part of your day in worship and prayer. However, you also spend time working on the land or in the monastery itself. You might wash clothes, cook, or tend to the vegetable garden. You might learn to make honey, wine, or beer. Or, you might learn how to make shoes or furniture. If you have a beautiful singing voice, you might participate in the performance of Gregorian

chants. Gregorian chants are a form of **sacred**

vocal music, or musical speech, based on hymns or passages from the Bible. Monks perform these chants on certain holy days. As a gifted artist, you might work in the scriptorium copying the work of classical writers or producing new books. For many like you, the life of a monk provides a degree of security and protection from some of the challenges of medieval life.



Monk working in the scriptorium



- Read the first paragraph on page 45 aloud.

**Inferential.** What does the word *however* signal here?

- » There is a change that takes place between the first and second sentence. Although the first sentence says monks spend a large part of their day in prayer, the *however* used at the beginning of the second sentence shows there is a change: monks did not spend their entire day in prayer. They also did other work.

**Literal.** What were some of the jobs monks did in the monastery?

- » They washed clothes; cooked; tended to the garden; made honey, wine, or beer; made shoes or furniture; performed Gregorian chants; and copied works of classical writers or produced new books.

**Inferential.** What words or phrases provide clues to the meaning of *sacred* in this paragraph?

- » Possible clues include: “music, or musical speech, based on hymns or passages from the Bible”; “monks perform these chants on holy days.”

What does the word *sacred* mean: (a) proud (b) not thinking you are better than everyone else (c) holy or (d) not concerned with how difficult life could be in the Middle Ages?

- » (c) holy

**Literal.** [Have students look at the image on the bottom of page 45.] What information is contained in this image? How do you know?

- » It is the schedule monks followed each day for their prayers. The title of the chart is “A Monk’s Daily Prayer Schedule.”

- Have a student read the times of prayer aloud.

**Evaluative.** Do you think the monks’ daily prayer schedule would have been easy or difficult to follow? Why?

- » Answers may vary, but students may say it was difficult because the prayer times spanned both day and night, leaving little room for rest or the other activities in which monks participated.



## Medieval Musings

1. What did monks and nuns write with?  
(Clue: This writing tool was once attached to a creature that can fly.)
2. Certain religious people provided serfs with medical care. Who do you think those people were?



John Duns Scotus, a member of the Church

# Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



47

## DISCUSS THE CHAPTER (10 MIN.)

**Note:** This Wrap-Up relates to The Big Question of the chapter.

- Ask students to summarize the practices in the Middle Ages that show the influence and power of the Church.
  - » Answers may vary, but should include support from the text.



### Check for Understanding:

Have students discuss their responses to this prompt in small groups. Require that they cite textual evidence. The teacher should circulate and check in with each group to ensure that they were able to come up with at least two accurate examples.

- Ask students to summarize what it was like to be a monk during the Middle Ages. You may wish to call on different students to summarize different parts of the text.
  - » Answers may vary, but should include the following information:
    - Being a monk had positive aspects, but it could also be a difficult way of life. Although the process of becoming a monk was long and life in a monastery was hard, monks were assured of a place to sleep, clothing, food, and medical care.
    - Monks vowed to devote their lives to God, did not marry, and lived a humble and obedient life.
    - Although monks spent most of their time in prayer, there were many jobs they performed, both on the land and in the monastery.
- Have students take home Activity Page 8.2 to read aloud to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.

## WORD WORK: *DESTINED* (5 MIN.)

1. In the chapter, you read that “Therefore, if you are not destined to become a craftsman or a merchant, then becoming a monk is a good option.”
2. Say the word *destined* with me.
3. *Destined* means certain to become something or do something.
4. Antonella is such a good artist that she is destined to become famous.

5. Describe someone who was destined to become something or to do something in his or her life.
  - Ask two or three students to use the target word in an oral sentence. If necessary, guide and/or rephrase students' responses to use the target word in complete sentences: “\_\_\_ was destined to become \_\_\_.”
6. What part of speech is the word *destined*?
  - » adjective
  - Use a Making Choices activity for follow-up: “I will read to you several sentences about a person becoming or doing something in his or her life. If that person was destined, or certain, to become or do that thing, say ‘S/he was destined to become/do \_\_\_.’ If it was not certain that s/he would become or do something, say, ‘S/he was not destined to become/do \_\_\_.’”
1. Mozart, who began playing and writing music from a very young age, and spent many hours practicing, became a world-famous musician.
  - » Mozart was destined to become a musician.
2. Mia, who is very smart and works very hard in school, wants to get good grades.
  - » Mia is destined to get good grades.
3. Pablo is hungry and wants to have apples as a snack.
  - » Pablo is not destined to have apples as a snack.
4. Christopher Columbus sailed west from Europe and wanted to reach the Indies in the East.
  - » Christopher Columbus was not destined to reach the Indies in the East.



**ENGLISH  
LANGUAGE  
LEARNERS**

Language  
Selecting Language  
Resources

### Beginning

Modify sentences 1 and 4 in the Making Choices activity to be less complex and content-specific.

### Intermediate

Provide printed multiple-choice answers as options for students to choose from (*is destined* or *is not destined*).

### Advanced/Advanced High

Have students work in pairs to generate sentences with *destined* in them in response to the teacher prompts.

**ELPS 4.F**

## Lesson 8: Positive Aspects of Life in the Middle Ages

# Writing



**Primary Focus:** Students will collect facts from the text that support their opinions and include them in a graphic organizer. **TEKS 4.7.E; TEKS 4.11.A**

### MODEL ORGANIZING IDEAS (10 MIN.)

- Tell students that today they will get the chance to express their opinions about the different people who lived during the Middle Ages by listing pros for

**TEKS 4.7E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;  
**TEKS 4.11A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

## Activity Page 8.1



- each. Explain that a *pro* is a positive reason in favor of something. Explain that the opposite of a *pro* is a *con*, which is a reason to be against something.
- Have students turn to Activity Page 8.1. Explain that the Pro Chart on this activity page is an effective way to organize one's thoughts when trying to convince a reader to believe one's opinion. Students will list at least two pros (positive reasons) to be a lord, serf, knight, craftsman, monk, or nun. This will help students select the topic for their draft opinion paragraph.
  - Students may have different opinions regarding whether certain aspects of life are positive. Students should consider what they have learned about feudalism and power relationships in the Middle Ages when listing positives of people's lives.
  - Explain that the "+" sign at the top of the chart is to remind students that they are to list positive reasons to be a lord, serf, knight, craftsman, monk, or nun during the Middle Ages.
  - Tell students that you will begin by showing them how to use the Lords and Serfs Graphic Organizer on Activity Page 2.6 to list the pros of being a lord in the Pro Chart on Activity Page 8.1.

## Activity Page 2.6



|                 | <b>Lords</b>                                                                                                     | <b>Serfs</b>                                                            |
|-----------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Homes           | castle or manor house                                                                                            | simple one-room mud houses with straw roofs                             |
| Work            | received taxes from serfs<br>charged serfs for grinding flour<br>fought other lords                              | worked all of the time to grow food for the lord and for their families |
| Clothing        | nice clothes                                                                                                     | simple clothes                                                          |
| Food            | enough food                                                                                                      | not enough to eat                                                       |
| Amount of Power | controlled land and towns near the castle<br>controlled the people who worked on the land and lived in the towns | little power<br>needed permission from lord to do things                |

- Tell students that you will review the notes you took about life as a lord on the Lords and Serfs Graphic Organizer and choose two positive things to list on the Pro Chart, such as “Lords lived in castles or manor houses. Lords controlled the land and towns near their castles.”
- Have students copy the pros about being a lord during the Middle Ages onto their Pro Charts. Remind students to use complete sentences.

|             | +                                                                                                        |
|-------------|----------------------------------------------------------------------------------------------------------|
| Lord        | 1. Lords lived in castles or manor houses.<br>2. Lords controlled the land and towns near their castles. |
| Serf        | 1.<br>2.                                                                                                 |
| Knight      | 1.<br>2.                                                                                                 |
| Craftsman   | 1.<br>2.                                                                                                 |
| Monk or Nun | 1.<br>2.                                                                                                 |

### PRACTICE ORGANIZING NOTES (30 MIN.)

- Tell students that you will now guide them in using the Lords and Serfs Graphic Organizer on Activity Page 2.6 to complete the “Serf” row of the Pro Chart on Activity Page 8.1.
- Have students turn to Activity Page 2.6 and place their fingers on the “Serf” row. Tell students they will review the notes listed in this row, looking for the pros of being a serf during the Middle Ages.

|                 | Lords                                                                                                            | Serfs                                                                   |
|-----------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Homes           | castle or manor house                                                                                            | simple one-room mud houses with straw roofs                             |
| Work            | received taxes from serfs<br>charged serfs for grinding flour<br>fought other lords                              | worked all of the time to grow food for the lord and for their families |
| Clothing        | nice clothes                                                                                                     | simple clothes                                                          |
| Food            | enough food                                                                                                      | not enough to eat                                                       |
| Amount of Power | controlled land and towns near the castle<br>controlled the people who worked on the land and lived in the towns | little power<br>needed permission from lord to do things                |



**Writing**  
Supporting Own Opinions

**Beginning**

Work with students in small groups to provide support with paraphrasing.

**Intermediate**

Prompt students with “Why or how is this a ‘pro’?” to ensure they’ve selected accurate examples.

**Advanced/Advanced High**

Provide copies of the exemplar for Activity Page 7.2 you prepared in advance for students to reference.

**ELPS 5.B**

**Activity Page 7.2**



- Brainstorm two positive things about being a serf in the Middle Ages. Remind students that they might need to consider other things they have read about serfs, such as “Serfs were protected by the lord.” Have students copy what you write onto their Pro Charts.

|             | <b>+</b>                                                                                                 |
|-------------|----------------------------------------------------------------------------------------------------------|
| Lord        | 1. Lords lived in castles or manor houses.<br>2. Lords controlled the land and towns near their castles. |
| Serf        | 1. Serfs were protected by the lord.<br>2.                                                               |
| Knight      | 1.<br>2.                                                                                                 |
| Craftsman   | 1.<br>2.                                                                                                 |
| Monk or Nun | 1.<br>2.                                                                                                 |

- Have students store Activity Page 2.6 in a safe place (or collect them from students).
- Distribute or have students take out Activity Page 7.2 (Knights, Craftsmen, Monks, and Nuns Graphic Organizer).

|                 | <b>Knights</b>                                                                                                      | <b>Craftsmen</b>                                                                             | <b>Monks or Nuns</b>                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Homes           | lived with the lord training them                                                                                   | lived in town with the family of a master craftsman<br>towns were dirty and crowded          | lived in monasteries                                                       |
| Work            | learned how to dress and serve a lord<br>learned how to use a sword and ride a horse<br>protected church and others | made specific items, such as furniture, paper, glass, and iron products                      | were educated and taught skills<br>worked on the land, studied, and prayed |
| Clothing        | armor, shield, sword                                                                                                | enough clothing                                                                              | enough clothing                                                            |
| Food            | good food                                                                                                           | enough food                                                                                  | enough food                                                                |
| Amount of Power | less power than a lord                                                                                              | paid taxes to lords, but could make their own laws<br>more power and independence than serfs | protected from systems of rank and power by Church                         |

- Ensure that students in each of the three or four small groups know which social class (knight/craftsman/monk/nun) they will be working on.
- Within the small groups, students should work in pairs using Activity Page 7.2 to complete their respective rows of Activity Page 8.1. Tell students that they should start with their designated social class and then move on to the others if they have time.

### LESSON WRAP-UP (5 MIN.)

- Have representatives from each small group share at least one pro of being a knight/craftsman/monk/nun during the Middle Ages with the whole class.
- Students should use Activity Page 7.2 to complete the remaining rows of Activity Page 8.1 for homework. Tell students they should also think about who they would want to be if they were alive during the Middle Ages: a serf, knight, craftsman, monk, or nun. Tell students they will not be able to choose lord, as you have been modeling writing about lords throughout this unit and will continue to do so. For Lesson 10, they will need to make a decision based on the pros on Activity Page 8.1.

End Lesson

## Lesson 8: Positive Aspects of Life in the Middle Ages

# Take-Home Material

### READING

- Have students take home Activity Page 8.2 to read aloud to a family member for fluency. Remind students they should read Activity Page 8.2 through at least once from beginning to end without stopping.

### WRITING

- Have students take home Activity Pages 7.2 and 8.1 to complete their writing homework.

### Support

If students need extra support, you may suggest that they only list pros for one or two of the three social classes covered on the organizer.

### Challenge

If students need an additional challenge, have them write a paragraph comparing the pros of two social classes.

### Activity Pages 7.2 and 8.2



### Activity Page 8.1





## 9

# The Battle That Changed History

## PRIMARY FOCUS OF LESSON

### Reading

Students will use textual evidence during the chapter discussion to support the author's claim that the Battle of Hastings changed

✦ history. **TEKS 4.6.F; TEKS 4.9.E.i**

### Grammar

Students will distinguish the need for an adjective or an adverb to modify

✦ another part of speech in a given sentence. **TEKS 4.11.D.iv; TEKS 4.11.D.v**

### Morphology

Students will use their knowledge of morphology and the prefix *en-* to

✦ accurately read and interpret unknown words. **TEKS 4.2.A.iv**

### Spelling

Students will use each of their spelling words in a sentence that demonstrates

✦ their understanding of the word's meaning. **TEKS 4.7.F**

## FORMATIVE ASSESSMENT

### Activity Page 9.2

**Use Adjectives and Adverbs Correctly** Distinguish the need for an adjective or an adverb to modify another part of speech in each sentence.

✦ **TEKS 4.11.D.iv; TEKS 4.11.D.v**

### Activity Page 9.3

**Prefix *en-*** Students will use their knowledge of morphology and the prefix *en-* to create and use

✦ new words. **TEKS 4.2.A.iv**

### Activity Page 9.4

**Practice Spelling Words** Use each spelling word in a sentence that correctly demonstrates the meaning of

✦ the word. **TEKS 4.3.B**

✦ **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.9.E.i** Recognize characteristics of argumentative text by: identifying the claim; **TEKS 4.11.D** Edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; **TEKS 4.2.A.iv** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes; **TEKS 4.7.F** Respond using newly acquired vocabulary as appropriate

## LESSON AT A GLANCE

|                                 | Grouping                   | Time    | Materials                                                                                                               |
|---------------------------------|----------------------------|---------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>        |                            |         |                                                                                                                         |
| Review                          | Whole Group                | 5 min.  | <input type="checkbox"/> Reader<br><input type="checkbox"/> Map of Europe<br><input type="checkbox"/> Activity Page 9.1 |
| Introduce the Chapter           | Whole Group                | 5 min.  |                                                                                                                         |
| Whole Group Reading: Chapter 6  | Whole Group/<br>Individual | 20 min. |                                                                                                                         |
| Lesson Wrap-Up                  | Whole Group/<br>Partner    | 10 min. |                                                                                                                         |
| Word Work: <i>Determination</i> | Whole Group                | 5 min.  |                                                                                                                         |
| <b>Language (45 min.)</b>       |                            |         |                                                                                                                         |
| Grammar                         | Whole Group/<br>Partner    | 15 min. | <input type="checkbox"/> Activity Pages 9.2, 9.3, 9.4                                                                   |
| Morphology                      | Whole Group/<br>Individual | 15 min. |                                                                                                                         |
| Spelling                        | Partner                    | 15 min. |                                                                                                                         |
| <b>Take-Home Material</b>       |                            |         |                                                                                                                         |
| Reading                         |                            |         | <input type="checkbox"/> Activity Page 9.5                                                                              |

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## ADVANCE PREPARATION

### Reading

- Display a map of Europe on the wall. Alternatively, you can access a digital version in the digital components for this unit.

### Language

#### Grammar

- Write the following sentences on the board/chart paper and cover them until the grammar lesson:
  - The busy intersection meant pedestrians had to be careful crossing.
  - The children cleaned the room for the party busily.
  - The brave captain sailed to a far-off land.
  - She volunteered bravely to go first.
  - Our neighbor is a kind soul who always makes us cookies.
  - My cousin shoveled the walkway for us kindly.
  - They found the perfect gift for their grandpa.
  - The gift was wrapped perfectly.

### Universal Access

- Plan partners for the Reading and Language activities that match up struggling students with students that can provide supports.
- Create and print visual cues for the academic vocabulary words on Activity Page 9.1.

---

## ACADEMIC VOCABULARY

**determination, n.** a quality that makes someone keep trying to do something difficult

**penetrate, v.** to go through or into something

**tactic, n.** a planned action or method used to achieve a particular goal (tactics)

**retreat, v.** to back away from danger (retreated; retreats, n.)

**pursue, v.** to follow to capture; try to accomplish (pursued)

**draw, v.** to take something out of a container, pocket, or safe place (drew)

**resistance, n.** an effort made to stop or fight against someone or something

**mass, adj.** widespread, or affecting many people

**commission, v.** to request or order that something be made or done (commissioned)

| Vocabulary Chart for Chapter 6 “1066: The Battle That Changed History” |                                 |                                                                                                       |
|------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------|
| Vocabulary Type                                                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                                                      |
| Core Vocabulary                                                        |                                 | determination<br>penetrate<br>tactic<br>retreat<br>pursue<br>draw<br>resistance<br>mass<br>commission |
| Multiple-Meaning Core<br>Vocabulary Words                              |                                 | retreat<br>draw<br>mass                                                                               |
| Sayings and Phrases                                                    |                                 |                                                                                                       |

Start Lesson

## Lesson 9: The Battle That Changed History

# Reading



**Primary Focus:** Students will use textual evidence during the chapter discussion to support the author’s claim that the Battle of Hastings changed history.

**TEKS 4.6.F; TEKS 4.9.E.i**

### REVIEW (5 MIN.)

- Remind students that in previous chapters they read about various people who lived on a particular continent in the years following the end of the Roman Empire.

**TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.9.E.i** Recognize characteristics of argumentative text by: identifying the claim.

1. Ask students to name that continent.
  - » Europe
2. Ask students to explain who knights were and why they were important to people who lived in the Middle Ages.
  - » Knights were special soldiers who received lengthy training and who fought on horseback with special weapons.
  - » It was important to have knights during the Middle Ages because there were many conflicts between different groups of people during the Middle Ages, and knights fought in these conflicts.

### INTRODUCE THE CHAPTER (5 MIN.)

**Note:** This chapter will be reread by students, working with partners, in the next lesson. This first read of the chapter will focus on the text on pages 48–53, and the next lesson will cover the entire chapter.

- Tell students that they will read chapter 6, “1066: The Battle That Changed History.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Direct students to the map of Europe. Point out England and France, specifically the northwest region of France, where Normandy is located. Explain that the chapter today refers to this region of Europe.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *determination*.
- Have them find the word on page 49 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *determination*, then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word



- Have students reference Activity Page 9.1 while you read each word and its meaning.

**determination, n.** a quality that makes someone keep trying to do something difficult

**penetrate, v.** to go through or into something

**tactic, n.** a planned action or method used to achieve a particular goal (tactics)

**retreat, v.** to back away from danger (retreated; retreats, n.)

**pursue, v.** to follow to capture; try to accomplish (pursued)

**draw, v.** to take something out of a container, pocket, or safe place (drew)

**resistance, n.** an effort made to stop or fight against someone or something

**mass, adj.** widespread, or affecting many people

**commission, v.** to request or order that something be made or done (commissioned)

- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
  - How did the Battle of Hastings change history?

## Chapter 6

# 1066: The Battle that Changed History

**THE BIG QUESTION**  
How did the Battle of Hastings change history?

*On October 14, in the year 1066 CE, near the small coastal town of Hastings, England. At the top of a rolling hill known as Senlac Hill, thousands of foot soldiers stood in a line. At around 9:00 a.m. on this autumn day hundreds of years ago, English soldiers prepared to battle an invading army. What happened next changed the course of English history.*

The English soldiers formed a shield wall at the top of Senlac Hill.



The English soldiers, led by their king, Harold, stood at least 7,000 strong. However, these brave

48

### WHOLE GROUP READING: CHAPTER 6 (20 MIN.)

- Have students silently read page 48 and continue to the end of the paragraph on the top of page 49.

and loyal soldiers had recently marched about 200 miles. They came from the north of England where they had already fought an invading force. Though victorious, these soldiers were tired.

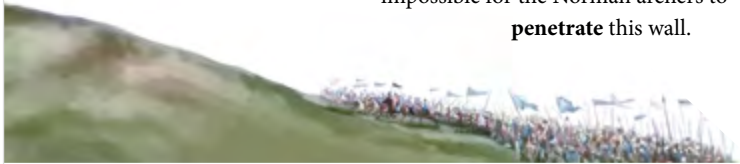
As they stood on the hill, the English soldiers could see that they faced a large, well-equipped Norman army.

The Normans, who came from a region of France, had approximately 10,000 men. They had thousands of skilled archers. They also had thousands of foot soldiers and knights who fought on horseback. The English, however, had mostly foot soldiers armed with simple weapons, such as bows and arrows, axes, spears, swords, and daggers.

Nevertheless, the English line was strong. What they lacked in energy, they made up for in **determination**. They stood with their shields raised, creating a strong shield wall. From their position on top of Senlac Hill, they made it almost impossible for the Norman archers to **penetrate** this wall.



The English soldiers marched about 200 miles to reach the battle site.



49

**Inferential.** Have one student read the last sentence at the end of the first paragraph aloud: “What happened next changed the course of English history.” Why might the author have chosen to end this paragraph with a sentence like this?

- » Answers may vary, but could include that this sentence captures the reader’s attention and lets the reader know that this was a very important event.



- Point out the map on page 49, which shows how far the English soldiers marched. The caption beneath this map indicates they marched about 200 miles. Select a landmark or location familiar to students that is approximately 200 miles away, and discuss whether they think they could walk to that location.
- Have students read the rest of page 49 silently.

**Evaluative.** Compare and contrast the two armies.

- » The Normans came from France and the English soldiers came from England.
- » The Normans had 10,000 men and the English had 7,000.
- » The Normans had skilled archers, thousands of foot soldiers, and knights on horseback; the English had mostly foot soldiers armed with simple weapons, such as bows and arrows, axes, spears, swords, and daggers.

**Inferential.** What else do we know about the English army?

- » The English line was strong, but they were tired. They were determined. The English soldiers created a shield wall with a line of soldiers all holding up their shields.

**Inferential.** What does the word *determination* mean?

- » a quality that makes someone keep trying to do something, even if it is difficult

What words or phrases in the text provide clues to the meaning of the word *determination*?

- » “Nevertheless, the English line was strong”; “They stood with their shields raised”; “They made it almost impossible.”

The Normans needed to change their **tactics**. William, Duke of Normandy and leader of the invading army, sent his knights charging up the hill. The English responded with arrows, spears, and even stones. They forced the Norman knights to **retreat**.



Bayeux Tapestry section showing English foot soldiers and mounted Normans

The English soldiers once again defended their position. Still unable to break the wall, the Norman knights retreated. Seeing this, some English soldiers broke the wall and **pursued** the fleeing knights. This proved to be a fatal mistake. The English shield wall now had gaps in it.

Throughout the day, Norman attacks and retreats **drew** the English soldiers out of their positions. As more and more English soldiers left their positions on Senlac Hill, they encountered Norman knights on horseback. The knights surrounded them. Then King Harold was killed. Although the English soldiers fought bravely, the



Death of King Harold

Norman knights charged up the hill. Without a strong defensive line, the Norman knights were able to overwhelm the English soldiers. What was ultimately an eight-hour bloody battle ended with a Norman victory. The Duke of Normandy and his army had defeated the English.

50

- Have students read page 50 silently.
- On this page you read the word *drew*. The word *drew* has several different meanings. You know the word means “to have made a picture.” *Drew* also means “to get something out of a safe place.” Here the Norman attacks and retreats got the English out of their positions on Senlac Hill.

**Inferential.** What happened that made it possible for William and the Norman soldiers to take over the English?

- » The Normans attacked the English shield wall and then retreated several times. When the English soldiers saw the Normans retreating, they pursued them, creating a break in the wall. This made it possible for the Normans to penetrate the English front and ultimately win.

Although victorious, William could not yet pronounce himself king. He and his soldiers began to march to the capital city of London. They chose to follow the old Roman road to London. Along the way, William met little **resistance** until he reached the capital.



William meeting with his nobles

countryside to burn the local villages. Fearing **mass** destruction, a number of important English lords surrendered and vowed to be loyal to William.

The first real armed resistance came when the Norman army arrived at London Bridge. This bridge was the only way across the river into the city. Instead of fighting, William decided to send his soldiers into the surrounding

On Christmas Day in Westminster Abbey, in the year 1066 CE, the Norman duke was crowned King William I of England. From that moment on, he became known as William the Conqueror.



William as king

Why did the Battle of Hastings take place? It took place because Harold and William each believed he was the true king of England. There could be only one victor, and, in the end, it was William.

## Support

What does the word *mass* mean?

- » “widespread or affecting many people”

- Have students read page 51 silently.

**Inferential.** After defeating the English army, what did William and the Normans have to do before William could pronounce himself king?

- » They had to march to the capital city of London.

**Inferential.** What claim does the author make about the cause of the Battle of Hastings?

- » The author claims that there was a disagreement about who was the proper king of England and, because only one person could be king, they fought to determine who would become king.

Which of the following lines of text provides the best evidence to support the author's claim:

- (a) "On Christmas Day in Westminster Abbey, in the year 1066, the Norman duke was crowned King William I of England."
  - (b) "What happened next changed the course of English history."
  - (c) "They forced the Norman knights to retreat."
  - (d) "It took place because Harold and William each believed he was the true king of England."
- » (d) "It took place because Harold and William each believed he was the true king of England."

About 20 years after the Battle of Hastings, William decided that he wanted to know how rich England was. He wanted to know how much money people had in order to determine what taxes he could collect. William ordered officials from different counties to ride out across the land to find out. Although these men did not visit every location, or record every piece of property, they did collect a lot of information. They sent the information to the king's clerks who recorded it in two books. These books later became known as *Great Domesday* and *Little Domesday*. Today we simply refer to these books as the *Domesday Book*.



Page from the *Domesday Book*

52

- Have students read page 52 silently.

**Inferential.** What is recorded in the Domesday Book and why did William want this information?

- » It is a record of the property people owned throughout England. William wanted the information to figure how much he could collect in taxes.

- Explain that the word *doomsday* (spelled “Domesday” here) is a reference to a part of the Christian Bible that states that on the last day of the world, a complete list of people and their actions will be created. William’s list was a complete list of people and property, so it was being compared to the list referred to in the Christian Bible.

**Inferential.** How could the information in the Domesday Book be useful to historians today?

- » It provides information about the different counties, or areas, of England, and it provides information about the property people owned at the time.

## Bayeux Tapestry

The Bayeux Tapestry is a medieval embroidered cloth that tells the story of the Norman Conquest. The story is told in Latin text and beautiful images that were embroidered onto 231 feet of linen cloth. The Bayeux Tapestry is believed to have been **commissioned** around the year 1075 CE by a member of William's family. Much of what we know about the Battle of Hastings is because of this extraordinary tapestry.



In the top image you can see William the Conqueror on horseback. In the bottom image, you can see English soldiers defending themselves against Norman cavalry using a shield wall.

### If You Were an Archer

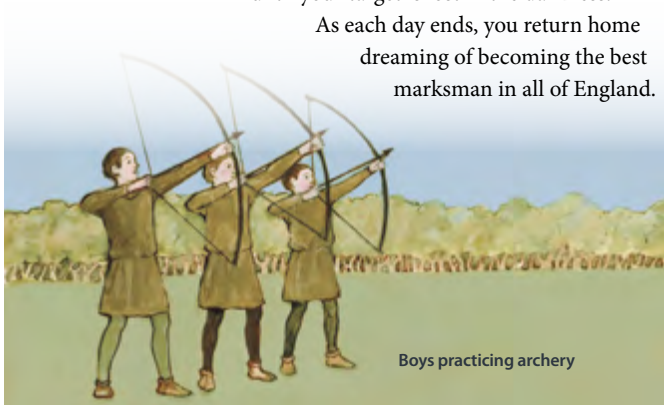
Your family farms land for the lord. You work from sunrise to sunset tending to the crops and animals. However, you are not only a freeman, you are also a young warrior, or at least you hope to be. You are the son, grandson, and nephew of skillful archers. You, too, are training to be an archer, or longbowman. It is the law in England that you practice this skill. You have been learning the skills needed to be an archer since you learned how to walk. Your first longbow and set of arrows were carved from the wood of a yew tree. Your older brother gave them to you. Your mother made your quiver. At the very first glimmer of light, you run to the training field. You and the other boys your age love to practice hitting the set targets. You love to hear the cries, "Ready your bows! Nock! Mark!

Draw! Loose!" Before the sun sets, you return to practice until your target is lost in the darkness.

As each day ends, you return home dreaming of becoming the best marksman in all of England.



Bow, quiver, and arrows



Boys practicing archery

54

### Challenge

Have students compare and contrast being an archer with being a page or a squire.



## The Changing of a Language

You might not realize it, but you, too, have been affected by William's victory over the Anglo-Saxon people of England. Before the Normans conquered this kingdom, Germanic tribes who invaded England after the Romans left spoke Anglo-Saxon, or Old English.

William and his lords spoke Norman French and Latin. After his victory, William invited many people from his native land to settle in England.

Over time, these languages were blended together and became what is called Middle English. In the 1300s, Chaucer wrote *The Canterbury Tales* in Middle English. If William had not defeated King Harold, we might be speaking a different language!

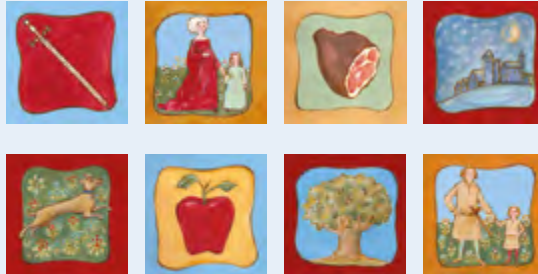


Geoffrey Chaucer

### Anglo-Saxon Words

Anglo-Saxon words usually have one or two syllables, and many Anglo-Saxon words are still recognizable. Can you match each Anglo-Saxon word to the correct picture?

aefan, āctrēow, æppel, mete, hund, modor, swurd, faeder



## Medieval Musings

War was a constant part of life in the Middle Ages. Men had to be able to fight, often to the death. Below are a number of medieval weapons of war. Match the weapons to the descriptions that follow.



A. This kind of weapon was used in hand-to-hand combat by knights.

B. This was an interesting weapon because it was used to launch all kinds of objects over long distances, as well as over castle walls. For example, stones, burning oil, animal dung, and plague-ridden dead bodies were launched into the air.

C. This was perhaps the weapon of choice in England in the Middle Ages. Archers were expected to be expert marksmen. Archers spent a great deal of time training. In England, in the 1200s, a law was passed stating that all men between the ages of 15 and 60 years old must have these weapons and know how to use them.

D. These partner weapons were used by knights and some foot soldiers.

## Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



57

## LESSON WRAP-UP (10 MIN.)

- Use the following questions to discuss the chapter:

1. **Inferential.** Describe the tactics the Norman and English armies used during this battle.

- » The Norman army was larger and had better weapons, but the English army had taken a position at the top of the hill, giving them an advantage. At first, the Norman army tried to charge up the hill, but they were forced to retreat. The Normans tried several times to attack and retreat. The English tactic was to pursue the Normans during one of the retreats, which drew the English out of their positions. When the English were drawn out of their positions, the Norman army surrounded them on horseback and overwhelmed them.

**Note:** Question 2 relates to The Big Question of the chapter.

2. **Evaluative.** Think-Pair-Share. The title of the chapter is “1066: The Battle That Changed History.” Do you think this is a good chapter title? Why or why not? Support your answer with evidence from the text.

- » Answers may vary, but should include evidence from the text about why the battle did or did not change history.



### Check for Understanding

Have students complete the “Share” portion of this Think-Pair-Share activity as a small group so that the teacher can circulate and make sure that students are using evidence from the text to support their answer.

- Have students share the information discussed with their partner in the Think-Pair-Share activity.
- Have students take home Activity Page 9.5 to read and complete for homework.

### Support

If students struggle to interpret this question, ask, “How did the Battle of Hastings change history?”

## WORD WORK: *DETERMINATION* (5 MIN.)

1. In the chapter, you read, “What [the English soldiers] lacked in energy, they made up for in determination.”
2. Say the word *determination* with me.
3. *Determination* is a quality that makes someone keep trying to do something difficult.
4. The runner’s determination to finish the race kept him going even though it was raining outside.
5. Think of something difficult that you might have used determination to accomplish, or something difficult you have seen someone else use determination to finish. Try to use the word *determination* when you tell about it.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I used determination to finish or accomplish \_\_\_,” or “\_\_\_ used determination to finish or accomplish \_\_\_.”
6. What part of speech is the word *determination*?
  - » noun
  - Use a Word Parts activity for follow-up.
  - The suffix *-tion* is used to change a verb into a noun. What is the verb in the word *determination*? (determine) I’m going to give you several verbs and their meanings. I’d like you to add the suffix *-tion* to create a noun and then tell me what the new word means.
  1. celebrate; to do something special for an important occasion
    - » celebration; something special done for an important occasion
  2. create; to make something
    - » creation; something that is made
  3. cooperate; to work together
    - » cooperation; a situation that involves working together
  4. invent; to create something for the first time
    - » invention; something that is made for the first time
  5. educate; to teach or give knowledge to
    - » education; the process of teaching or giving knowledge to

## Lesson 9: The Battle That Changed History

# Language



### GRAMMAR (15 MIN.)

**Primary Focus:** Students will distinguish the need for an adjective or an adverb to modify another part of speech in a given sentence. **TEKS 4.11.D.iv; TEKS 4.11.D.v**

- Remind students that adjectives describe nouns and adverbs describe verbs. Adding *—ly* to adjectives changes them to adverbs, which are words that describe how a verb is done.
- Display the first two sentences you prepared in advance.
- Have students read the first sentence. (*The busy intersection meant pedestrians had to be careful crossing.*) Have them identify the noun-adjective pair (*intersection—busy*) and ask them what *busy* describes. (the intersection) Mark the noun and adjective with their respective abbreviations (“n.” and “adj.”) and draw an arrow from *busy* to *intersection*.
- Have students read the second sentence. (*The children cleaned the room for the party busily.*) Have them identify the verb-adverb pair (*cleaned—busily*) and ask them what *busily* describes. (how the children cleaned) Note that the adverb precedes the verb. Mark the verb and adverb with their respective abbreviations (“v.” and “adv.”). Point out that the *y* at the end of *busy* changed to *i* before the suffix *—ly* was added.
- Explain that it would be incorrect to say, “The children cleaned the room for the party busy” because the word that is being described, *cleaned*, is a verb.
- Returning to the first sentence, explain that likewise, it would be incorrect to say, “the busily intersection” because the word being described, *intersection*, is a noun.
- Use the same procedure for the remaining sentences you prepared in advance. It is important to note that the adverb may not be in the same place in every sentence. Point this out when discussing the other sentences.
  - The brave captain sailed to a far-off land.
  - She volunteered bravely to go first.

**TEKS 4.11.D** Edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree.

## Activity Page 9.2



### ENGLISH LANGUAGE LEARNERS



Language  
Reading/Viewing Closely

#### Beginning

Provide one-on-one support to students as they complete Activity Page 9.3.

#### Intermediate

Reduce the number of multiple-choice options from four to two for numbers 1 through 6.

#### Advanced/Advanced High

Students should complete questions 1–6 independently, but may require support with the back of Activity Page 9.3. Provide an example by modeling how to complete the first one and have them do the second one on their own.

**ELPS 4.F**

## Activity Page 9.3



- Our neighbor is a kind soul who always makes us cookies.
  - My cousin shoveled the walkway for us kindly.
  - They found the perfect gift for their grandpa.
  - The gift was wrapped perfectly.
- Have students turn to Activity Page 9.2. You may complete this as a teacher-guided or partner activity. Consider using procedures similar to those in Lesson 6.
  - Collect completed Activity Page 9.2 to review and grade at a later time.

## MORPHOLOGY (15 MIN.)

**Primary Focus:** Students will use their knowledge of morphology and the prefix *en-* to accurately read and interpret unknown words. **TEKS 4.2.A.iv**

- Tell students that you will give them two word choices. Some words are root words and some are affixed words. Then, you will read a statement and students must decide which of the word choices the statement demonstrates.
1. *Ensure* or *sure*? Years of piano lessons and hard work will guarantee his success as a musician.
    - » *ensure*
  2. *Large* or *enlarge*? We want to see the movie at the theater on the big screen; it is much better than on our tiny television.
    - » *enlarge*
  3. *Enamor* or *enable*? My brother switched seats with me on the train so I could get a better look at things out the window.
    - » *enable*
- Have students complete Activity Page 9.3 independently.
  - Collect completed Activity Page 9.3 to review and grade at a later time.

**TEKS 4.2.A.iv** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes.

## SPELLING (15 MIN.)

**Primary Focus:** Students will use each of their spelling words in a sentence that demonstrates their understanding of the word's meaning. **TEKS 4.7.F**

- Tell students they will practice writing the spelling words. Remind them to use the Individual Code Chart on Activity Page SR.1 as they practice.
- Have students turn to Activity Page 9.4. Explain that they will work with a partner to create sentences for each of these words.
- Remind students that they will have a spelling assessment during the next lesson.
- Collect completed Activity Page 9.4 to review and grade at a later time.

End Lesson

### Lesson 9: The Battle That Changed History

# Take-Home Material

## READING

- Have students take home Activity Page 9.5 to read and complete for homework.

### Activity Page 9.4



### Activity Page 9.5



**TEKS 4.7.F** Use newly acquired vocabulary as appropriate.



## 10

# Persuasive Paragraph

## PRIMARY FOCUS OF LESSON

### Language

Students will demonstrate their knowledge of the correct spelling of targeted words. **TEKS 4.2.B.i–iv; TEKS 4.11.D.xi**

### Reading

Students will answer a series of questions about the Battle of Hastings using direct quotations from the text to support their answers. **TEKS 4.7.C**

### Writing

Students will plan a persuasive paragraph by stating their opinion and supporting it with facts from the text. **TEKS 4.11.A; TEKS 4.12.C**

## FORMATIVE ASSESSMENT

**Activity Page 10.1 Spelling Assessment** Demonstrate knowledge of the correct spelling of targeted words. **TEKS 4.11.D.ix**

**Activity Page 10.2 1066: The Battle That Changed History** Answer a series of questions about the Battle of Hastings using direct quotations from the text to support answers. **TEKS 4.7.C**

**Activity Page 10.3 Persuasive Paragraph Planning** Plan a persuasive paragraph by stating an opinion and supporting it with facts from the text. **TEKS 4.11.A; TEKS 4.12.C**

**TEKS 4.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; **TEKS 4.11.D.xi** Edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

## LESSON AT A GLANCE

|                             | Grouping                | Time    | Materials                                                                                                           |
|-----------------------------|-------------------------|---------|---------------------------------------------------------------------------------------------------------------------|
| <b>Language (15 min.)</b>   |                         |         |                                                                                                                     |
| Spelling                    | Individual              | 15 min. | <input type="checkbox"/> Activity Page 10.1                                                                         |
| <b>Reading (45 min.)</b>    |                         |         |                                                                                                                     |
| Review                      | Whole Group             | 5 min.  | <input type="checkbox"/> Reader<br><input type="checkbox"/> Answer Key for Activity Page 9.5                        |
| Read Chapter 6              | Partner                 | 25 min. | <input type="checkbox"/> Map of Europe<br><input type="checkbox"/> Activity Pages 9.5, 10.2                         |
| Lesson Wrap-Up              | Whole Group/<br>Partner | 10 min. |                                                                                                                     |
| Word Work: <i>Pursue</i>    | Whole Group             | 5 min.  |                                                                                                                     |
| <b>Writing (30 min.)</b>    |                         |         |                                                                                                                     |
| Model Stating an Opinion    | Whole Group             | 15 min. | <input type="checkbox"/> Structure of a Persuasive Paragraph Poster                                                 |
| Practice Stating an Opinion | Individual              | 10 min. | <input type="checkbox"/> Planning a Persuasive Paragraph Chart<br><input type="checkbox"/> Activity Pages 8.1, 10.3 |
| Lesson Wrap-Up              | Whole Group             | 5 min.  |                                                                                                                     |

## ADVANCE PREPARATION

### Language

- Erase or cover the list of spelling words prior to the assessment.

### Reading

- Display a map of Europe on the wall. Alternatively, you can access a digital version in the digital components for this unit.
- Create an enlarged version of the Structure of a Persuasive Paragraph Poster to display for the remainder of the unit. Alternatively, you may access a digital version in the digital components for this unit.

### Structure of a Persuasive Paragraph:

1. State an opinion
  2. Reason 1 to support opinion
  3. Reason 2 to support opinion
  4. Reason 3 to support opinion
  5. Transitions included, as needed
  6. Concluding sentence
- Create an enlarged version of the Planning a Persuasive Paragraph Chart on Activity Page 10.3 for use during this lesson. Alternatively, you may access a digital version in the digital components for this unit.

### If I could choose to be someone who lived during the Middle Ages, I would choose to be a lord.

|                                                                                                                                    | Reason 1                                                            | Reason 2                                                                                                                 | Reason 3 |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------|
| Text Evidence/Page(s)                                                                                                              | Lords were in control of the land and people around them. (page 11) | Lords had lots of money to build castles and organize an army of knights to protect what belonged to them. (pages 12–13) |          |
| Sentence in My Own Words (using at least one transition word at the beginning and the word <i>because</i> to introduce the reason) |                                                                     |                                                                                                                          |          |

- Display the enlarged version of the Pro Chart on Activity Page 8.1 with the “Lords” row completed.

### **Fluency (*optional*)**

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

### **Universal Access**

- Strategically plan partners for the reading activities so that each struggling student is matched with a student who is reading on grade level or above.
- Write each of the following events on a separate sheet of paper to display. Students may rearrange these sheets as they order the events in the discussion of the reading.
  - The English soldiers stood with their shields raised, creating a strong shield wall.
  - The Duke of Normandy sent his knights charging up the hill.
  - The English soldiers’ response forced the Norman knights to retreat.
  - The English soldiers broke the wall and pursued the fleeing knights.
  - The Norman knights were then able to overwhelm the English soldiers.
- Create visual cues for academic vocabulary words.
- Create a poster/sentence strip to provide scaffolding during the formation of opinions. (If I could choose to be someone who lived during the Middle Ages, I would choose to be \_\_\_\_\_. One reason is because \_\_\_\_\_.)
- Create two modified versions of Activity Page 10.2.
  - one version that includes the page numbers where answers are found
  - one version that has sentence starters written for the extended response questions

## ACADEMIC VOCABULARY

**determination, n.** a quality that helps you keep trying when you are doing something difficult

**penetrate, v.** to go through or into something

**tactic, n.** a planned action or method used to achieve a particular goal (tactics)

**retreat, v.** to back away from danger (retreated; retreats, n.)

**pursue, v.** to follow to capture; to try to accomplish (pursued)

**draw, v.** to take something out of a container, pocket, or safe place (drew)

**resistance, n.** an effort made to stop or fight against someone or something

**mass, adj.** widespread, or affecting many people

**commission, v.** to request or order that something be made or done (commissioned)

**Vocabulary Chart for Chapter 6 “1066: The Battle That Changed History”**

| Vocabulary Type                           | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                                                      |
|-------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------|
| Core Vocabulary                           |                                 | determination<br>penetrate<br>tactic<br>retreat<br>pursue<br>draw<br>resistance<br>mass<br>commission |
| Multiple-Meaning Core<br>Vocabulary Words |                                 | retreat<br>draw<br>mass                                                                               |
| Sayings and Phrases                       |                                 |                                                                                                       |

## Lesson 10: Persuasive Paragraph

# Language



**Primary Focus:** Students will demonstrate their knowledge of the correct spelling of targeted words. **TEKS 4.2.B.i–iv; TEKS 4.11.D.xi**

### SPELLING (15 MIN.) **TEKS 4.2.B.i–iv**

#### Assessment

- Have students turn to Activity Page 10.1 for the spelling assessment.
- Read the words from the list below, one at a time, in the following manner: say the word, use it in a sentence, and then repeat the word.
- Tell students that, at the end, you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

#### Activity Page 10.1



|              |                                                                                                                                 |
|--------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1. establish | The teacher had to <u>establish</u> a “one at a time” rule because too many people were climbing on the slide at the same time. |
| 2. thrive    | The garden will <u>thrive</u> with the right amount of sun and water.                                                           |
| 3. unravel   | The fun and games at the party began to <u>unravel</u> when kids were not taking turns nicely.                                  |
| 4. surrender | The other team had more snowballs than we did, so we had to <u>surrender</u> .                                                  |
| 5. transform | Cutting holes and a door will <u>transform</u> the big box into a fort.                                                         |
| 6. fatal     | Many died when a <u>fatal</u> infectious disease known as the Black Death moved through Europe.                                 |
| 7. acquire   | I will go to the store and <u>acquire</u> the supplies we need for the project.                                                 |
| 8. seize     | If the girl plays with her sister’s favorite doll, her sister will <u>seize</u> it when she notices.                            |
| 9. promote   | Handing out coupons will <u>promote</u> business for the new pizza place.                                                       |
| 10. retreat  | The lion’s ferocious roar made everyone at the zoo <u>retreat</u> from its cage.                                                |

**TEKS 4.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; **TEKS 4.11.D.xi** Edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

- After reading all of the words, review the list slowly, reading each word once more.
- Collect all spelling assessments to grade later. Use of the template provided below is highly recommended to identify and analyze students' errors.





- It may be helpful to refer back to the Pronunciation/Syllabication Chart.

| Word      | CK Code       | Syllable Type                    |
|-----------|---------------|----------------------------------|
| acquire   | /ə*quier/     | ə*digraph                        |
| establish | /es*tab*lish/ | closed*closed*closed             |
| fatal     | /fae*təl/     | open*ə                           |
| promote   | /prə*moet/    | ə*digraph                        |
| retreat   | /ree*treet/   | open*digraph                     |
| seize     | /seez/        | digraph                          |
| surrender | /ser*end*er/  | r-controlled*closed*r-controlled |
| thrive    | /thriev/      | digraph                          |
| transform | /tranz*form/  | closed *r-controlled             |
| unravel   | /un*rav*əl/   | closed*closed*ə                  |

- Students might make the following errors:
  - thrive: using 'i' for /ie/
  - surrender: using 'r' for /r/
  - acquire: using 'u' for /ə/; using 'kw' for /qu/
  - seize: using 'ee' for /ee/ (The 'ei' spelling is rare.)
  - retreat: using 'ee' for /ee/
  - fatal, promote, unravel: using 'u' or another spelling for /ə/
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors at the ends of the words?
  - Is the student consistently making errors in multisyllabic words, but not single-syllable words?

## Lesson 10: Persuasive Paragraph

# Reading



**Primary Focus:** Students will answer a series of questions about the Battle of Hastings using direct quotations from the text to support their answers.

 **TEKS 4.7.C**

### REVIEW (5 MIN.)

- Remind students that in Chapter 6 they read about William the Conqueror and the Battle of Hastings.
- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 9.5, which was assigned for homework.

### Review the Chapter

- Tell students they will reread chapter 6, “1066: The Battle That Changed History.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Direct students to the map of Europe you posted on the wall. Review the locations of England and France, as well as the town of Hastings in England and the region of Normandy in France.
- You may wish to review the following vocabulary words before you reread the chapter:

**determination, n.** a quality that helps you keep trying when you are doing something difficult

**penetrate, v.** to go through or into something

**tactic, n.** a planned action or method used to achieve a particular goal (tactics)

**retreat, v.** to back away from danger (retreated; retreats, n.)


**pursue, v.** to follow to capture; to try to accomplish (pursued)

**draw, v.** to take something out of a container, pocket, or safe place (drew)

**resistance, n.** an effort made to stop or fight against someone or something

**mass, adj.** widespread, or affecting many people

**commission, v.** to request or order that something be made or done (commissioned)

 **TEKS 4.7.C** Use text evidence to support an appropriate response.



**ENGLISH  
LANGUAGE  
LEARNERS**

Writing  
Interacting via  
Written English

### Beginning

Work with a small group that needs support to read and complete Activity Page 10.2.

### Intermediate

Provide students with a modified version of Activity Page 10.2, which you prepared in advance, containing the page numbers to locate the answers in the text.

### Advanced/Advanced High

Provide students with a modified version of Activity Page 10.2, which you prepared in advance, containing sentence starters for questions 3, 4, 8, and 9.

**ELPS 4.E; ELPS 4.F**

- Remind students they can look up a word in the glossary if they forget its meaning.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - How did the Battle of Hastings change history?

### Activity Page 10.2



### Activity Page 2.3



### PARTNER READING: CHAPTER 6 (25 MIN.)

- Pair students to read and discuss the chapter.
- Explain that both partners will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help with sounding out or defining words as necessary.
- You may wish to provide guiding questions for students to periodically stop and discuss with their partners.
- Have students complete Activity Page 10.2 with their partners while they read.
- Tell students that, if time permits, they may conduct independent research to learn the answers to the questions in the Medieval Musings on page 56. Remind them that they may also search for the hidden letter in the Letter Quest activity on page 57 and record the letter on Activity Page 2.3.

### LESSON WRAP-UP (10 MIN.)

- Review the correct answers to Activity Page 10.2 with the whole class. You may wish to select different students to read each question and share their responses, including the page number where their answers are located.
1. **Literal.** On the following map, label England, France, and the town of Hastings (in England). The region of Normandy (in France) is labeled for you.
  2. **Inferential.** Why is 1066 famous in European history?
    - » It was the year in which William the Conqueror became king of England. (page 51)
  3. **Literal.** Who won the Battle of Hastings? What is another name for this battle?
    - » the Normans, led by William, the Duke of Normandy (William the Conqueror); the Norman Conquest (pages 50, 53)

4. **Inferential.** Which side had more soldiers? Use quotations from the text to support your conclusion. How do you know?
- » the Normans; “The English soldiers, led by their king, Harold, stood at least 7,000 strong” and “The Normans, who came from a region of France, had approximately 10,000 men.” Ten thousand is more than 7,000, so the Normans had more. (pages 48, 49)
5. **Literal.** Put these events in the order they happened in the text using the numbers 1–5, with 1 indicating what happened first.
- » 1. The English soldiers stood with their shields raised, creating a strong shield wall.
  - » 2. The Duke of Normandy sent his knights charging up the hill.
  - » 3. The English soldiers’ response forced the Norman knights to retreat.
  - » 4. The English soldiers broke the wall and pursued the fleeing knights.
  - » 5. The Norman knights were then able to overwhelm the English soldiers. (pages 49, 50)
6. **Literal.** The text reads, “Without a strong defensive line, the Norman knights were able to overwhelm the English soldiers.” What clues in the text explain why the English soldiers did not have a strong defensive line?
- » D. All of the above; “As more and more English soldiers left their positions on Senlac Hill, they encountered Norman knights on horseback.” “The English shield wall now had gaps in it.” “Seeing this, some English soldiers broke the wall and pursued the fleeing knights.” (page 50)
7. **Literal.** What happened in Westminster Abbey on Christmas Day in 1066?
- » A. William, Duke of Normandy, was crowned King William I of England. (page 51)
8. **Literal.** What is the Bayeux Tapestry? How is it useful to historians today?
- » The Bayeux Tapestry is an embroidered cloth that tells the story of the Norman Conquest, or the Battle of Hastings. It has Latin text and beautiful images on 231 feet of linen cloth.
  - » A lot of what is known about the Battle of Hastings is shown on the tapestry.
9. **Literal.** How did family members assist a young archer?
- » His older brother gave the archer his first longbow and set of arrows; his mother made his quiver; his father, grandfather, and uncle were all skillful archers, meaning he could learn from them. (page 54)
10. **Inferential.** How did the Battle of Hastings change history?
- » Answers may vary, but should include that it gave England a new king, and that it changed the language spoken in England.

## Support

Write each event on a separate sheet of paper. Display these and allow students to physically rearrange them while sequencing the events.

**Note:** Question 10 is not included on Activity Page 10.2. It is intended to be an oral wrap-up of this lesson.

### WORD WORK: PURSUE (5 MIN.)

1. In the chapter, you read, “Seeing this [that some Norman soldiers retreated], some English soldiers broke the wall and pursued the fleeing knights.”
2. Say the word *pursue* with me.
3. To pursue means “to follow to capture or to try to accomplish.”
4. The cat pursued the mouse under the bed and into the next room.
5. Have you ever pursued something? Be sure to use the word *pursued* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I have pursued \_\_\_\_.”
6. What part of speech is the word *pursue*?
  - » verb
  - Use a Synonyms activity for follow-up. What are some words that are synonyms of, or words with the same meaning as, *pursue*?
    - Prompt students to provide words like *follow*, *chase*, *track*, or *shadow*. As students discuss synonyms, guide them to use complete sentences with the word *pursue* and any synonyms they select.

---

## Lesson 10: Persuasive Paragraph Writing



**Primary Focus:** Students will be able to plan a persuasive paragraph by stating their opinion and supporting it with facts from the text. **TEKS 4.11.A; TEKS 4.12.C**

**Note:** Tell students that you will discuss Step 5, including transition words.

---

**TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

## MODEL STATING AN OPINION (15 MIN.)

TEKS 4.12.C

- Remind students of the informative paragraphs they wrote previously. Display the Structure of a Persuasive Paragraph Poster. Explain the structure of a persuasive paragraph: In the same way that the topic sentence of an informative paragraph tells the reader what the writer will describe, the topic sentence of a persuasive paragraph states the opinion the writer will support in the rest of the paragraph. Instead of detail sentences, a persuasive paragraph has at least two reasons supporting the opinion, backed by text evidence that is often introduced with the word *because*. The concluding sentence of a persuasive paragraph should include a “zinger”—one final attempt to convince the reader that the writer’s opinion is the way to think.
- Briefly review the difference between fact and opinion. (A fact is something that is true and can be proven. An example of a fact is, “On hot summer days, the temperature outside is high.” This is a fact because it is true and can be proven by looking at the thermometer. An opinion is a personal view or belief, or what you think about something. An example of an opinion would be, “I think hot summer days are the best!” Not everyone thinks that hot summer days are the best; some people do not like them. Thus, it is an opinion, not a fact.)



### Check for Understanding

Read the following statements and ask students to hold up one finger if the statement is a fact, and two fingers if it is an opinion.

- The Middle Ages was the best period in world history (opinion: two fingers).
- The leader of an empire is called an emperor (fact: one finger).
- Disease was prevalent in towns during the Middle Ages (fact: one finger).

### Challenge

Ask students to state a fact they have learned about the Middle Ages, then have them state an opinion about life in the Middle Ages.

- Explain that in a persuasive paragraph, the writer states an opinion and gives the reader reasons for that opinion. When a writer states an opinion, he or she is taking a stand and saying what he or she believes about a topic. The writer is prepared to explain why he or she is taking that particular stand. When a writer explains the reasons for his or her opinion, the writer often uses the word *because* to link an opinion with the reason for that opinion.

**TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

- Explain that the first step to writing a persuasive paragraph is to state your opinion. A sentence starter for stating an opinion about being a person in the Middle Ages might be:
  - If I could choose to be someone who lived during the Middle Ages, I would choose to be a (serf/lord/knight/craftsman/monk/nun).
- Tell students you will write a persuasive paragraph about being a lord using the notes you took on the Pro Chart (Activity Page 8.1) to help you.

### Excerpt from Activity Page 8.1

|      |                                                                                                                                                                  |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | +                                                                                                                                                                |
| Lord | <ol style="list-style-type: none"> <li>1. Lords lived in castles or manor houses.</li> <li>2. Lords controlled the land and towns near their castles.</li> </ol> |

- Display the enlarged Planning a Persuasive Paragraph Chart and Pro Chart.
- Explain that the sentence starter at the top of the Planning a Persuasive Paragraph Chart has been completed using the word *lord*.

| <b>If I could choose to be someone who lived during the Middle Ages, I would choose to be a lord.</b>                              |                                                                     |                                                                                                                              |                 |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                                                                                                                    | <b>Reason 1</b>                                                     | <b>Reason 2</b>                                                                                                              | <b>Reason 3</b> |
| Text Evidence/Page(s)                                                                                                              | Lords were in control of the land and people around them. (page 11) | Lords had lots of money to build castles and organize an army of knights to protect what belonged to them. (pages 12 and 13) |                 |
| Sentence in My Own Words (using at least one transition word at the beginning and the word <i>because</i> to introduce the reason) |                                                                     |                                                                                                                              |                 |

### Activity Page 10.3



### PRACTICE STATING AN OPINION (10 MIN.)

TEKS 4.12.C

- Remind students that for homework they were supposed to complete Activity Page 8.1 and choose which social class they would write about today. However, students could not choose “lord,” as that was the teacher model.
- Have students circle their choice to complete the sentence starter at the top of Activity Page 10.3.



**TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

- Have students examine the rest of Activity Page 10.3. It contains a graphic organizer that asks for three reasons that support the opinion stated in the sentence starter at the top of the page. For each reason, students must list evidence from the text and the page number where they found the evidence. Students should then write the reason in a complete sentence in their own words. They will include a transition word or phrase at the beginning, if possible, and use the word *because* to introduce the evidence for the reason. Students can use Activity Page 8.1 to help them get started.
- Have students begin to reread the text to locate information for the chart on Activity Page 10.3.
- Tell students they will work on completing Activity Page 10.3 in the next writing lesson.

### LESSON WRAP-UP (5 MIN.)

- Have each student orally share a reason for their choice with a partner.
- Explain that during the next writing lesson, you will demonstrate how to expand each positive advantage into a complete sentence using your own words.

~~~~~  
End Lesson
 ~~~~~



**ENGLISH  
LANGUAGE  
LEARNERS**

Speaking and  
Listening  
Offering Opinions

#### Beginning

Listen to each student opinion individually and provide immediate feedback.

#### Intermediate

Provide students with pre-prepared sentence frames for sharing an opinion.

#### Advanced/Advanced High

Ask student to share only after hearing a strong model from another student.

**ELPS 2.E; ELPS 3.E;**

**ELPS 3.G**



## 11

# Introduction to King Henry II

## PRIMARY FOCUS OF LESSON

### Reading

- Students will use examples from the text when discussing the effect King Henry II had on England. **TEKS 4.6.G**

### Grammar

- Students will correctly identify the subject and predicate in sentences. **TEKS 4.11.D.i**

### Morphology

- Students will identify the meaning of words with the root *arch* and use these words correctly in sentences. **TEKS 4.3.C**

### Spelling

- Students will practice spelling targeted words. **TEKS 4.2.B.v**

## FORMATIVE ASSESSMENT

**Activity Page 11.2** **Subjects and Predicates** Correctly identify the subject and predicate in sentences. **TEKS 4.11.D.i**

**Activity Page 11.3** **Root: *arch*** Identify the meaning of words with the root *arch* and use these words correctly in sentences. **TEKS 4.3.C**

- TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.11.D.i** Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; **TEKS 4.3.C** Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, *meter*; **TEKS 4.2.B.v** Demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes.

## LESSON AT A GLANCE

|                                | Grouping                               | Time    | Materials                                                                                              |
|--------------------------------|----------------------------------------|---------|--------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>       |                                        |         |                                                                                                        |
| Review                         | Whole Group                            | 5 min.  | <input type="checkbox"/> Reader<br><input type="checkbox"/> Activity Pages 2.3, 11.1                   |
| Introduce the Chapter          | Whole Group                            | 5 min.  |                                                                                                        |
| Whole Group Reading: Chapter 7 | Whole Group/<br>Individual             | 20 min. |                                                                                                        |
| Lesson Wrap-Up                 | Whole Group/<br>Partner                | 10 min. |                                                                                                        |
| Word Work: <i>Restore</i>      | Whole Group                            | 5 min.  |                                                                                                        |
| <b>Language (45 min.)</b>      |                                        |         |                                                                                                        |
| Grammar                        | Whole Group/<br>Partner/<br>Individual | 15 min. | <input type="checkbox"/> Subjects and Predicates Poster<br><input type="checkbox"/> Activity Page 11.2 |
| Morphology                     | Whole Group/<br>Individual             | 15 min. | <input type="checkbox"/> Roots Poster<br><input type="checkbox"/> Activity Page 11.3                   |
| Spelling                       | Partner                                | 15 min. | <input type="checkbox"/> Activity Pages 11.4, 11.5, SR.1                                               |
| <b>Take-Home Material</b>      |                                        |         |                                                                                                        |
| Reading; Morphology; Spelling  |                                        |         | <input type="checkbox"/> Activity Pages 11.3–11.6                                                      |

## ADVANCE PREPARATION

### Reading

- Prepare labels for the Four Corners activity (“Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree”).

### Language

#### Grammar

Prepare the Subjects and Predicates Poster for display during the grammar lesson. Alternatively, you can access a digital version in the digital components for this unit.

- Sentences have subjects and predicates.
  - Subject: tells who or what the sentence is about
- Nouns: words that name people, places, or things
  - Common noun: general person/place/thing (not capitalized)
  - Proper noun: specific person/place/thing (capitalized)
- Adjectives: words that describe nouns
- Predicate: tells what the subject is doing, did, or will do
- Verbs: words that show action or a state of being
  - Action verb: shows action
  - Linking verb: connects the subject to word(s) in the predicate that describe the subject (does not show action)
- Adverbs: words that describe verbs
- Write the following sentences on the board/chart paper:
  - Nobles built castles for themselves.
  - They formed their own armies.
  - The Middle Ages was a time of conflicts and hardships.
  - The Church became important to people for stability and hope.

### Morphology

- Prepare and display the following Roots Poster. Leave enough space at the bottom to list roots and their meanings throughout the year. Select a convenient place in the classroom to display the poster, as it will be used and displayed throughout the school year. Alternatively, you can access a digital version in the digital components for this unit.

## Roots

A root is the main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning.

- Write the following sentences on the board/chart paper:
  - To help him do this, he appointed Thomas to the position of archbishop of Canterbury. This meant that Thomas had become the most powerful Church leader in all of England.
  - By the time he died in 1189, Henry II had done a lot to restore the power and authority of the English monarchy.

## Fluency (*optional*)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to use this fluency practice, you will assess students in Lesson 15.

## Universal Access

- Identify a small group of students who need support for language activities.
- Create a small version of the Roots Chart for students to use independently as a reference.
- Modify discussion questions so that they are all *wh-*.

---

## ACADEMIC VOCABULARY

**acquire, v.** to get (acquired)

**mercilessly, adv.** done with cruelty or harshness

**treason, n.** the crime of being disloyal to one's country

**innocent, adj.** not guilty of a crime or other bad act (innocence)

**restore, v.** to give back or put back into existence

**reign, n.** the time during which a king, queen, or other monarch rules a country

**appoint, v.** to choose someone to do a specific job (appointed)

**sulk, v.** to be angry or upset about something (sulking)

**assassination, n.** the act of killing a well-known or important person

**pilgrim, n.** someone who travels for religious reasons (pilgrims)

| Vocabulary Chart for Chapter 7 “Henry II and Law and Order” |                              |                                                                                   |
|-------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------|
| Vocabulary Type                                             | Tier 3 Domain-Specific Words | Tier 2 General Academic Words                                                     |
| Core Vocabulary                                             | treason<br>reign<br>pilgrim  | acquire<br>mercilessly<br>innocent<br>restore<br>appoint<br>sulk<br>assassination |
| Multiple-Meaning Core Vocabulary Words                      |                              |                                                                                   |
| Sayings and Phrase                                          | trial by ordeal              |                                                                                   |

Start Lesson

## Lesson 11: Introduction to King Henry II

# Reading



**Primary Focus:** Students will use examples from the text when discussing the effect King Henry II had on England. **TEKS 4.6.G**

### REVIEW (5 MIN.)

• Review previous lessons by asking the following questions:

1. What was the result of the Battle of Hastings?
  - » An army from the Normandy region of France invaded and defeated the English army, making William the Conqueror the king of England.
2. What was the Domesday Book?
  - » A record containing information on the people and property that existed in England at the time. It was used by King William to determine the taxes he would collect.
3. What is the Bayeux Tapestry?
  - » It is an embroidered cloth that shows the story of the Battle of Hastings.

**TEKS 4.6.G** Evaluate details read to determine key ideas.

## INTRODUCE THE CHAPTER (5 MIN.)

- Tell students they will read chapter 7, “Henry II and Law and Order.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *acquire*.
- Have them find the word on page 58 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *acquire*, then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 11.1 while you read each word and its meaning.

**acquire, v.** to get (acquired)

**mercilessly, adv.** done with cruelty or harshness

**treason, n.** the crime of being disloyal to one’s country

**innocent, adj.** not guilty of a crime or other bad act (innocence)

**restore, v.** to give back or put back into existence

**reign, n.** the time during which a king, queen, or other monarch rules a country

**appoint, v.** to choose someone to do a specific job (appointed)

**sulk, v.** to be angry or upset about something (sulking)

**assassination, n.** the act of killing a well-known or important person

**pilgrim, n.** someone who travels for religious reasons (pilgrims)

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - Why was King Henry II such an important English king?

### Activity Page 11.1



## Chapter 7

# Henry II and Law and Order

### THE BIG QUESTION

Why was King Henry II such an important English king?

*The great conqueror is dead. He died 21 years after his incredible victory at the Battle of Hastings. William I had ruled England with an iron fist. He punished anyone who refused to be loyal to him. To defend his newly **acquired** kingdom, he built great castles. He kept a close eye on finances. After his death, England experienced a period of turmoil and unrest. As a result, power-hungry nobles fought each other, and some even challenged the ruling kings.*



White Tower within the Tower of London, built by William the Conqueror



Henry II holding model of the abbey church he founded

Finally, in 1154 CE, 67 years after William's death, his great-grandson, Henry II, became king. Just like his great-grandfather, Henry II became the Duke of Normandy. Bright and determined, he made major reforms in justice, finance, and the armed forces. The first thing he did was to challenge the nobles who had been fighting among themselves for years. By this time, many nobles had acquired great wealth. They built castles for themselves. They formed their own armies, led by knights. Henry II ordered

58

## WHOLE GROUP READING: CHAPTER 7 (20 MIN.)

- Have students read pages 58 and 59 silently.

**Inferential.** To whom is the author referring in the first line when he or she says, "The great conqueror is dead"?

- » King William I, who was known as William the Conqueror

**Inferential.** Based on the context in which it is used, what does *turmoil* mean?

- » unrest, confusion

Why might England have experienced a period of turmoil after the death of William? Cite evidence from the text.

- » William was a very powerful leader who controlled many things. When he died, there wasn't anyone else as powerful and able to rule the way he did. "Power-hungry nobles fought each other, and some even challenged the ruling kings."

**Inferential.** Direct students to the image of Henry II at the bottom of the page and have a student read the caption aloud. In this image, why might King Henry be holding a model of the abbey church he founded?

- » The Church was a very powerful and influential institution in the Middle Ages, and King Henry was probably proud of founding that church.



that all castles built without royal approval be torn down. He also imposed a tax on the nobles. This tax, known as the shield tax, had been used before by Henry I. Instead of asking the nobles to provide soldiers for his army, the king asked for money. With this money, Henry II was able to hire soldiers for his own army. The king treated anyone who questioned his authority **mercilessly**.

Henry II reviewing his army



59

**Literal.** What was the name of the tax that King Henry imposed, or made the nobles pay? How did this differ from the practice earlier in the Middle Ages?

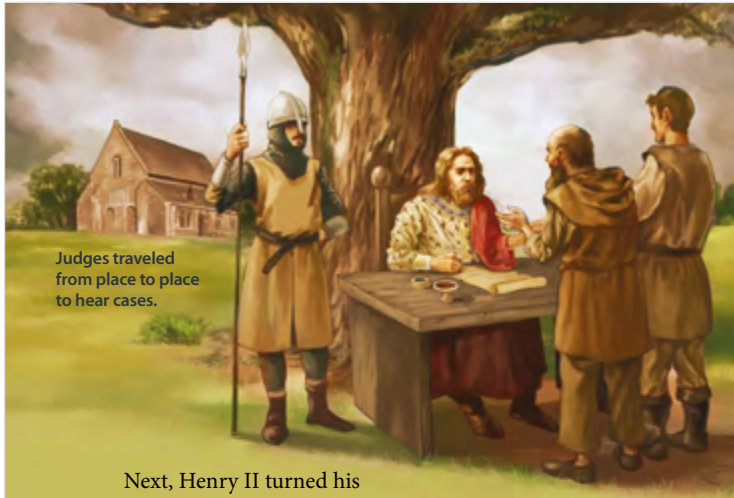
- » the shield tax; nobles and knights had been required to serve in the king's army themselves

**Inferential.** *Mercilessly* means “done with cruelty or harshness.” What part of speech is *mercilessly*? (Hint: You learned about this part of speech in a previous grammar lesson.)

- » adverb

What words or phrases from the text help you define the word *mercilessly*?

- » “ordered that all castles built without royal approval be torn down”; “imposed a tax on nobles”



Judges traveled from place to place to hear cases.

Next, Henry II turned his attention to law and order. England had different courts assigned to deal with various crimes. For example, local lords held manor courts to deal with local affairs. There were also Church courts. The king's court took care of serious crimes such as murder and **treason**.

In the Middle Ages, there was a method of proof called trial by ordeal. This meant that the accused might be asked to prove his innocence by going through a certain ordeal. For example, the accused might have to pick up a piece of red-hot metal, be tossed into a pond, or fight an opponent. People believed that if the accused survived the ordeal, it was a sign from God that he was **innocent**.

Henry II set up a fairer legal system. He created a circuit court system. This meant that royal justices or judges went out into the countryside to hear cases. Their decisions helped decide future cases and ultimately became the basis of common law, or the law of the land. By the time he died in 1189 CE, Henry II had done a lot to **restore** the power and authority of the English monarchy.

60

- Have students read page 60 silently.

**Inferential.** The author uses the phrase *law and order* in the first sentence on this page, as well as in the chapter title. From the context, what do you think this sentence means?

- » This sentence means that King Henry II focused his attention on changing the laws of England to restore order, or peace.

**Evaluative.** The text says that in the Middle Ages, there was a method of proving someone was innocent called *trial by ordeal*. Reread the second paragraph to see if you can figure out what *trial by ordeal* means.

- » Trial by ordeal was having someone who was accused of a crime prove they were innocent by picking up a piece of very hot metal, being tossed into a pond, or fighting an opponent. If the accused survived the ordeal, they were innocent.

Do you think trial by ordeal was a good way to prove someone's innocence? Why or why not?

- » Answers may vary, but may include the fact that the ordeals only had to do with physical strength and endurance and not proof of the crime. As a result, stronger people who were guilty might be found innocent and weaker people who were innocent might be found guilty.

**Inferential.** What does it mean to hear a case?

- » When a judge hears a case, he or she listens to all the evidence and then makes a decision.

## Murder in the Cathedral



Thomas Becket, Archbishop of Canterbury

In the beginning of his **reign**, Henry II **appointed** a man he trusted named Thomas Becket to be his chief advisor. As well as controlling the nobles, Henry also wanted to limit the power of the Church in England. To help him do this, he appointed Thomas to the position of archbishop of Canterbury. This meant that Thomas had become the most powerful Church leader in all of England. Henry was confident that his friend would support his decisions regarding the Church.

But things did not work out that way. Thomas took his new job very seriously. When Henry wanted to reduce the power of the Church courts, Thomas disagreed with him. Furious, Henry thought about having his friend arrested. However, before this could happen, Thomas escaped to France. The pope supported Thomas and threatened to excommunicate, or remove, Henry from the Church. In the Middle Ages, excommunication was a terrifying prospect. Many Christians believed that if they were not part of the Church, they would not go to heaven.



Henry II and Becket arguing

61

- Have students read page 61 silently.

**Literal.** Why did King Henry II appoint Thomas Becket the archbishop of Canterbury?

- » King Henry wanted to control the power of the Church, and he thought his friendship with Thomas Becket would help him do this. The archbishop of Canterbury was the most powerful Church leader in England.

**Literal.** How did Thomas Becket react to King Henry's plan to reduce the power of the Church?

- » Thomas Becket disagreed.

## Challenge

Direct students to the image on the bottom of page 62. This is Canterbury Cathedral, built during the Middle Ages. Based on what you've read throughout this unit, how can you tell it was built during the Middle Ages?

» Answers may vary, but may include the fact that it is an elaborate building, made of stone, and contains many spires.

Eventually, Henry and Thomas reached an agreement and Thomas was allowed to return to England. Henry and Thomas's relationship did not improve, though. They continued to argue over Church matters. Henry became so frustrated that during a royal

dinner, with many nobles in attendance, he is said to have uttered the words, "Will no one rid me of this troublesome priest?"



Knights murdering Becket in Canterbury Cathedral

Was Henry just **sulking**, or was he encouraging the **assassination** of Thomas? We will never know for sure. Four knights who heard these words murdered the archbishop while he was kneeling in prayer



Canterbury Cathedral

in Canterbury Cathedral. These knights may not have set out to kill the archbishop. The reasons behind the murder of Thomas Becket are still a mystery.

Three years after Thomas's death, the pope declared him to be a saint. Thomas Becket's tomb in Canterbury Cathedral became a holy shrine that many **pilgrims** visited during the Middle Ages. It is said that Henry never forgave himself for the death of his friend.

62

- Have students read page 62 silently.

**Evaluative.** What did King Henry say about Thomas Becket at a royal dinner, with many nobles in attendance?

» King Henry said, "Will no one rid me of this troublesome priest?"

What are some different ways this question could be interpreted?

» It could be interpreted as a request that one of the nobles help him get rid of Thomas Becket. It could also be interpreted to be simply a statement of frustration that Thomas Becket was not cooperating and King Henry did not know how to change this.

**Literal.** Four knights who attended King Henry's royal dinner heard the statement made by King Henry and decided to take action. What did they do?

- » The four knights assassinated Thomas Becket as he was kneeling in prayer in Canterbury Cathedral.

## A Most Extraordinary Queen

In 1153 CE, Henry II married a woman named Eleanor of Aquitaine. Eleanor came from a noble family who controlled Aquitaine, one of the richest regions of France. She had been married previously to the king of France. Henry and Eleanor had eight children. In 1173 CE, two of their sons plotted against Henry.



Eleanor with her sons, Richard and John



Eleanor of Aquitaine's seal

Henry believed Eleanor had been involved in the plot to overthrow him, so he had her placed under house arrest. When Henry died in 1189 CE, Eleanor was released by her oldest son, Richard I. Richard was crowned king after the death of his father, Henry II. Eleanor helped to govern England during the years King Richard was away fighting in the wars known as the Crusades. Because he was so brave, Richard earned the name *Lion-Hearted*. Eleanor of Aquitaine is thought to have been one of the more influential women of her time.

63

- Have students read page 63 silently.

**Literal.** Who was Eleanor of Aquitaine?

- » She was married to Henry II, and had previously been married to the king of France.

What does the word *plotted* mean here?

- » “planned”

**Literal.** What was the nickname given to Eleanor and Henry’s oldest son, Richard, and how did he earn it?

- » Richard the Lion-Hearted; he was very brave.

## The Crusades



Pope Urban II encouraged the First Crusade at the Council of Clermont in 1095 CE.

A series of wars that became known as the Crusades helped to define and shape the Middle Ages. The origin of these wars began in 638 CE when Arab armies captured the holy city of Jerusalem. Despite this conquest, Jerusalem remained open to travelers, traders, and pilgrims. The city was, after all, sacred to

Jewish people, Muslims, and Christians. Then, in 1095 CE, Muslim Turks took control of Jerusalem. This time the city was closed to Jewish and Christian pilgrims. The pope commanded that the kings of Europe raise an army to reclaim Jerusalem. Between 1095 and 1291 CE, there were nine crusades, or attempts to recapture Jerusalem. Despite these periods of confrontation, trading relationships developed between Europe and the Middle East. In addition to trading goods, people exchanged knowledge of science and mathematics, as well as views on art and architecture.



Crusader

64

- Have students read page 64 silently.

**Literal.** What were the Crusades?

- » The Crusades were attempts by people in Europe, commanded by the pope and kings in Europe, to reclaim the holy city of Jerusalem from the Muslims.

What were some of the positive things that resulted from the Crusades?

- » As a result of the Crusades, trading relationships developed between Europe and the Middle East, and there was an exchange of knowledge, especially in the fields of science, mathematics, art, and architecture.



### If You Were a Crusader

As a young crusader, you would have traveled to faraway lands. This could have been your experience.



Crusaders traveled to the Middle East and North Africa.

Your eyes are red and itchy! It is difficult to see through the cloud of dust that has been kicked up by the many horses galloping across the dry desert land. Your mouth is parched and dry. Two years have passed since

you left your father's country home and the beautiful rolling hills of your homeland. In that time you have been traveling across land and sea. You have experienced incredibly hot and cold climates. You have recovered from disease—you are one of the lucky ones for sure. You wear a red cross on your shirt of armor, and you carry a flag that **bears** the same **emblem**. Some of the men you travel with fought alongside King John's brother, Richard the Lion-Hearted. Like all Christian crusaders, it is your intention to help recapture the city of Jerusalem in the Holy Land.



Crusader crossing the desert

65

- Have students read page 65 to the top of page 66 silently.

**Inferential.** Would a trip from Europe to Jerusalem during the Middle Ages have been easy or difficult?

» difficult

What information from the text supports your conclusion?

- » Answers may vary, but may include the fact that it took two years to travel there; crusaders had to travel over both land and sea; they experienced very hot and very cold temperatures; many travelers became sick on the journey.

As you and your fellow knights rest and water your horses, you can see the city of Jerusalem in the distance. When the time comes, you and your fellow knights will fight to the death to recapture this holy place. But before that moment comes, you kneel down in the warm sand and pray for victory.



A group of crusaders sees the city of Jerusalem in the distance.

## Medieval Musings

1. In the Middle Ages, the poor had a very simple diet. They ate mostly from three food groups. What were these food groups? Clue: Even today they are important foods!

2. In the Middle Ages, to whom did people go if they needed to have a tooth removed? Clue: These people also cut hair.



Medieval man having tooth pulled

66

- As time permits, have students research the answers to the questions posed in the Medieval Musings and add the letter hidden in the Letter Quest to Activity Page 2.3.

Activity Page 2.3





Speaking and  
Listening  
Exchanging  
Information and Ideas

**Beginning**

One-on-one discussion with teacher or peer with strong speaking and listening skills.

**Intermediate**

Teacher can facilitate this discussion in a small group of four or five students.

**Advanced/Advanced High**

In a whole group discussion, ask bridging students to add on to another students, response by agreeing or disagreeing.

**ELPS 2.C; ELPS 3.E;**

**ELPS 4.G**

**Support**

Provide sentence frames that incorporate some of Henry's actions, such as, "Henry established common law, which had a \_\_\_ effect."

**LESSON WRAP-UP (10 MIN.)**

**Note:** Question 1 relates to The Big Question of the chapter.

- Use the following questions to discuss the chapter:
1. **Literal.** Who was King Henry II?
    - » He was an important king in the history of England.
  2. Why was he so important?
    - » King Henry accomplished many things during his reign, including instituting a tax on nobles, reforming the judicial system, and trying to reduce the power of the Church.
  3. **Literal.** How did King Henry II reform the judicial, or court, system?
    - » He eliminated trial by ordeal, established circuit courts, and helped develop common law, or the law of the land, based on decisions made by circuit court judges.
  4. **Literal.** What events led to the assassination of Thomas Becket?
    - » King Henry became frustrated with Thomas Becket for not agreeing with him to reduce the power of the Church. At a royal dinner attended by many nobles, King Henry said, "Will no one rid me of this troublesome priest?" After that, four knights who had heard the king's remarks killed Thomas Becket in Canterbury Cathedral.
  5. **Evaluative.** Do you think King Henry II was responsible for the killing of Thomas Becket? Why or why not?
    - » Answers may vary. If students believe King Henry was responsible for the death of Thomas Becket, they may cite the quote, "Will no one rid me of this troublesome priest?" and that he never forgave himself for the death of his friend. If students believe King Henry was not responsible for Thomas Becket's death, they may cite the fact that he never specifically called for the assassination.
  6. **Literal.** How did the pope and King Henry each respond to Thomas Becket's murder?
    - » The pope declared Thomas Becket a very holy person. King Henry was upset and felt it was his fault that his friend was killed, and he never forgave himself for Becket's death.
  7. **Evaluative.** Think-Pair-Share. You read about some positive things King Henry did and some negative things he did. Overall, do you think he had a positive effect on England or a negative effect? Be sure to cite some examples from the text to support your answer.
    - » Answers may vary, but should include details from the text regarding the actions of King Henry II during his reign.



### Check for Understanding

Refer to the signs you created and posted in advance that state: “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.” Ask the students to move to the corner that best represents the way they feel about the following statement: *King Henry II had a positive effect on England.* Follow up by asking why.

- Ask students to share the information discussed with their partner in the Think-Pair-Share activity.
- Have students take home Activity Page 11.6 to read to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.

### WORD WORK: RESTORE (5 MIN.)

1. In the chapter, you read, “By the time he died in 1189, Henry II had done a lot to restore the power and authority of the English monarchy.”
2. Say the word *restore* with me.
3. *Restore* means to give back or put something back into existence.
4. After many months of hard work, our town was able to restore the local park to its former beauty.
5. What have you restored, or what do you wish you could restore? Be sure to use the word *restore* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I restored \_\_\_” or “I would like to restore \_\_\_.”
6. What part of speech is the word *restore*?
  - » verb
  - Use a Synonyms activity for follow-up. What are some words that are synonyms of, or have a similar meaning to, *restore*?
  - Prompt students to provide words like *return*, *repair*, and *rebuild*. Have them turn to a partner and create sentences using the synonyms they provided.

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## Lesson 11: Introduction to King Henry II

# Language



### GRAMMAR (15 MIN.)

**Primary Focus:** Students will correctly identify the subject and predicate in sentences. **TEKS 4.11.D.i**

- Tell students that today they will focus on complete sentences. Remind students that a complete sentence starts with a capital letter and ends with punctuation, usually a period. Complete sentences have two parts: the subject and the predicate. Subject and predicate are ways we can group the parts of a sentence.
- The subject, which tells who or what the sentence is about, includes nouns (persons, places, things) or pronouns (words used to replace nouns, such as *he, she, it*, etc.). The predicate, which tells what the subject is doing, did, or will do, often begins with a verb and may include more information that helps describe what the subject is doing, did, or will do. Sometimes the predicate may begin with an adverb. Students will use this knowledge of subjects and predicates in their writing to ensure they write complete sentences that contain both a subject and a predicate.
- Refer to the Subjects and Predicates Poster. Read the poster with students.
- Refer to the first two sentences you have written on the board. Tell students that these sentences relate to each other and read them aloud:
  - Nobles built castles for themselves.
  - They formed their own armies.
- Ask students to find the subject of the first sentence. Remind students that the subject answers the question *Who?* or *What?* (*Nobles*)
- Remind students that the word *nobles* is a noun and ask them what kind of noun it is. (common)
- Remind students that nobles were members of the second-highest social class, under the king and his royal family, during the Middle Ages. Write the abbreviation *n.* above *Nobles* to indicate that it is a noun.

---

**TEKS 4.11.D.i** Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

- Next, have students search the first sentence for a verb, or action word. Verbs are often at the beginning of the predicate. Explain that the action word is *built*. *Built* is the verb and the beginning of the predicate. Draw a wiggly line under *built* to indicate that it is a verb.
- Draw a vertical line between *Nobles* and *built*. (*Nobles | built castles for themselves*.) Explain that this line divides the subject and the predicate. The line comes right before the verb. Have students read the entire predicate. (*built castles for themselves*) Repeat that the subject is *Nobles* and the predicate is *built castles for themselves*.
- Read the second sentence and ask students to find the subject. Remind them that the subject answers *Who?* or *What?* (*They*) Remind students that *They* is a pronoun and ask them what noun *They* replaces from the first sentence. (*Nobles*) Write the abbreviation *n.* above *They*, emphasizing that *They* is a pronoun replacing a noun.
- Now, look at the second sentence and ask what action is described in the sentence. (*formed*) *Formed* is the verb and the beginning of the predicate. Ask whether *formed* is in the past, present, or future tense. (*Formed* is in the past tense. Tell students that we know it is in the past tense because it has the *-ed* marker and it already happened. *Form* is the present tense of *formed*.)
- Draw a wiggly line under *formed* to indicate that it is a verb. Have students read the entire predicate. (*formed their own armies*)
- Review that the subject is *They* and the predicate is *formed their own armies*. Draw a vertical line between the subject and predicate, noting that the vertical line comes just before the verb. (*They | formed their own armies*.) Remind students that this line divides the subject and the predicate.
- Refer to the last two sentences on the board and read them aloud:
  - The Middle Ages was a time of conflicts and hardships.
  - The Church became important to people for stability and hope.
- Explain that this sentence does not have an action verb, but instead has a special kind of verb called a linking verb. A linking verb is a word that connects or links the subject to a word or words in the predicate that describe it. Linking verbs show no action.
- Have students find the subject. (*The Middle Ages*)
- Ask students which word follows the subject. (*was*)
- Explain that *was* is a linking verb. It does not show action, but connects the subject to the words that describe it.

## Activity Page 11.2



- Have students find the verb *was* and draw the vertical line just before it. Remind students that this line divides the subject and the predicate. The subject is *The Middle Ages* and the predicate is *was a time of conflicts and hardships*. *Was* is the linking verb and the beginning of the predicate.
- Repeat the process for the second sentence, finding the subject. (*The church*) The linking verb is the word *became* and the predicate is the phrase *became important to people for stability and hope*.
- Have students turn to Activity Page 11.2 and guide them through the first few sentences, making sure they understand the words *subject* and *predicate* in order to label the appropriate parts of each sentence. Have them complete the activity page independently, or if you feel they need more assistance, as a teacher-guided activity.
- Collect Activity Page 11.2 to review and grade at a later time.

### MORPHOLOGY (15 MIN.)

**Primary Focus:** Students will identify the meanings of words with the root *arch* and use these words correctly in sentences. **TEKS 4.3.C**

- Tell students they will learn about a word part called a *root*, which is usually from the Greek or Latin language.
- Refer to the Roots Poster you displayed in the classroom and read it. Tell students a root can appear at different places in a word.
- Write the Greek root *arch* on the Roots Poster and explain that it can be pronounced /arch/ or /ark/, depending on the word and its context.
- Explain that the root *arch* means “ruler” and comes from the Greek word *archos*. Many words can be made from this root; sometimes it is pronounced /arch/ and sometimes /ark/. Write the meaning of *arch* on the Roots Poster.
- Using the following chart, read each meaning of *arch*, noting the pronunciation. In Grade 2 students were taught that the spelling *ch* could represent one of two sounds, /ch/ as in *church* or /k/ as in *architect*. Read the example sentence, discussing how the word with the Greek root *arch* functions within each word.

**TEKS 4.3.C** Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, meter.

## Root *arch*

| Pronunciation  | Example Words from the Reader | Meaning of <i>arch</i>               | Example Sentence from Text                                                                                                                                                 |
|----------------|-------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| arch<br>/arch/ | archbishop                    | ruler; chief or main; most important | To help him do this, he appointed Thomas to the position of archbishop of Canterbury. This meant that Thomas had become the most powerful Church leader in all of England. |
| arch<br>/ark/  | monarchy                      |                                      | By the time he died in 1189, Henry II had done a lot to restore the power and authority of the English monarchy.                                                           |

- Tell students that words with the Greek root *arch* are usually nouns.
- Write *archbishop* on the board/chart paper. Underline the Greek root *arch*. In this word, *arch* means “chief or most important.” Briefly discuss the meaning of the English root word *bishop* (a leader in the Church) and then use it in a sentence. (*Archbishop* means “the chief bishop, or the most important bishop.” The archbishop was the most powerful bishop.)
- Read the first sentence with the word *archbishop* from the board/chart paper:
  - To help him do this, he appointed Thomas to the position of archbishop of Canterbury. This meant that Thomas had become the most powerful Church leader in all of England.
- Write the word *monarchy* on the board. Underline the Greek root *arch*. Note that *mon* means “single or alone.” Discuss the meaning of *monarchy* and then use it in a sentence. (“government ruled by one ruler”; a king or queen is usually the leader of a monarchy.)
- Read the next sentence with the word *monarchy* from the board/chart paper:
  - By the time he died in 1189, Henry II had done a lot to restore the power and authority of the English monarchy.
- Continue in this manner with the remaining *arch* words, using the following chart as a guide.



| Word      | Meaning                                                                                                    | English Root Word                                  | Sentence                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| archduke  | (noun) a duke of the highest rank; the most important duke                                                 | duke                                               | The <u>archduke</u> was just below the king in importance.                                                           |
| archrival | (noun) a chief or main rival or opponent                                                                   | rival                                              | The lord prepared for an important battle against his <u>archrival</u> ; he spared no expense in arming his knights. |
| anarchy   | (noun) a situation not controlled by rules or laws and without a leader                                    | N/A                                                | The cafeteria was in a state of <u>anarchy</u> ; kids were throwing food and yelling at each other.                  |
| hierarchy | (noun) a system in which people are placed into social classes of different levels of power and importance | N/A                                                | The <u>hierarchy</u> in the Middle Ages gave the lords power and control over the serfs.                             |
| matriarch | (noun) a woman who controls a family, group, or government                                                 | N/A<br>Latin prefix <i>matri-</i> meaning "mother" | My grandmother is the <u>matriarch</u> at my house; what she says is the law of the land.                            |
| patriarch | (noun) a man who controls a family, group, or government                                                   | N/A<br>Latin prefix <i>patri-</i> meaning "father" | Steve's grandfather is the <u>patriarch</u> of his family.                                                           |

### Activity Page 11.3



- Have students turn to Activity Page 11.3. Do the first item as a teacher-guided activity, have students practice independently, and have students complete the rest of the items for homework.

### SPELLING (15 MIN.)

**Primary Focus:** Students will practice spelling targeted words. **TEKS 4.2.B.v**

**Note:** Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

- Explain that students will practice 15 words related to prefixes they have studied in morphology. Apart from the prefix, these words do not follow one single spelling pattern. Tell students they will be assessed on these words in

**TEKS 4.2.B.v** Demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes.

Lesson 15. Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

- |               |              |                  |
|---------------|--------------|------------------|
| 1. enclose    | 6. nonissue  | 11. unlikely     |
| 2. entrust    | 7. nonsense  | 12. unrest       |
| 3. enjoy      | 8. nonstop   | 13. unsettle     |
| 4. ensure     | 9. nonverbal | 14. unsuccessful |
| 5. nonfiction | 10. unable   | 15. unusual      |

### Pronunciation/Syllabication

| Word         | CK Code          | Syllabication          |
|--------------|------------------|------------------------|
| enclose      | /en*kloez/       | closed*digraph         |
| entrust      | /en*trust/       | closed*closed          |
| enjoy        | /en*joi/         | closed*digraph         |
| ensure       | /en*sher/        | closed*r-controlled    |
| nonfiction   | /non*fik*shən/   | closed*closed*ə        |
| nonissue     | /non*ish*ue/     | closed*closed*digraph  |
| nonsense     | /non*sens/       | closed*closed          |
| nonstop      | /non*stop/       | closed*closed          |
| nonverbal    | /non*ver*bəl/    | closed*r-controlled*ə  |
| unable       | /un*ae*bəl/      | closed*open*ə          |
| unlikely     | /un*liek*lee/    | closed*digraph*open    |
| unrest       | /un*rest/        | closed*closed          |
| unsettle     | /un*set*əl/      | closed*closed*ə        |
| unsuccessful | /un*suk*sēs*fəl/ | closed*closed*closed*ə |
| unusual      | /un*ue*zhoo*əl/  | closed*open*open*ə     |



#### Beginning

Create a small group of students who need support to complete 11.3 with the teacher.

#### Intermediate

Intentionally partner struggling students with a student who has strong language skills.

#### Advanced/Advanced High

Provide students with a personal copy of the Roots Poster that you prepared in advance to use as a reference.

**ELPS 2.C; ELPS 3.E**

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

| Spelling Word | Definition                                                        | Example Sentence                                                                                       |
|---------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| enclose       | to surround; close in                                             | We plan to <u>enclose</u> the the yard with a fence so the dog doesn't run away.                       |
| entrust       | to place belief in someone to do something                        | My sister said that she would <u>entrust</u> the care of her garden to me while she is on vacation.    |
| enjoy         | to like                                                           | I <u>enjoy</u> hiking in the desert because there is so much open space.                               |
| ensure        | to make certain or safe                                           | Take the gift to her yourself to <u>ensure</u> she gets it by tomorrow.                                |
| nonfiction    | text that is about facts and true information; informational text | This <u>nonfiction</u> book about the president has some really interesting facts in it.               |
| nonissue      | a point that is not important                                     | I just need a shirt that fits; the color is a <u>nonissue</u> .                                        |
| nonsense      | something confusing or silly                                      | Wearing a thick coat and warm hat on a hot, humid day is <u>nonsense</u> .                             |
| nonstop       | not ending                                                        | She talked <u>nonstop</u> for the entire trip.                                                         |
| nonverbal     | not using spoken words                                            | The <u>nonverbal</u> puppet show included puppets dancing and acting out scenes to instrumental music. |
| unable        | not having the power or knowledge to do something                 | He had never been on a horse before and was <u>unable</u> to come along on the ride.                   |
| unlikely      | a good chance something will not happen                           | It's <u>unlikely</u> that we will go for a walk, because it's supposed to rain all day.                |
| unrest        | a situation that is not settled or calm                           | There was <u>unrest</u> among the students because the teacher said there would be no recess that day. |
| unsettle      | to make someone nervous, worried, or upset                        | It will <u>unsettle</u> the people in line to order dinner if you tell them the food is running out.   |
| unsuccessful  | not growing or reaching a goal                                    | They boy was <u>unsuccessful</u> in doing a handstand on the balance beam because he fell off.         |
| unusual       | not what one expects                                              | I could not tell which animal was making the <u>unusual</u> sound coming from the barn.                |

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Page 11.4 to practice spelling the words and Activity Page 11.5 to complete for homework.

End Lesson

## Lesson 11: Introduction to King Henry II

# Take-Home Material

### MORPHOLOGY; SPELLING; READING

- Have students take home Activity Page 11.3 to complete for homework.
- Have students take home Activity Page 11.4 and 11.5 to practice their spelling words.
- Have students take home Activity Page 11.6 to read to a family member from start to finish to build fluency.

### Activity Page 11.3



### Activity Pages 11.4–11.6



## 12

# Two Views on King Henry II

## PRIMARY FOCUS OF LESSON

### Reading

Students will evaluate the most positive and most negative actions King Henry II took while in power, using information from the text to analyze what happened and why. **TEKS 4.6.G**

### Writing

Students will be able to paraphrase facts from the text that support their opinions in their own words. **TEKS 4.11.A; TEKS 4.12.C**

## FORMATIVE ASSESSMENT

**Activity Page 10.3 Persuasive Paragraph Planning** Paraphrase facts from the text that support an opinion in the student's own words. **TEKS 4.11.A; TEKS 4.12.C**

**TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

## LESSON AT A GLANCE

|                                | Grouping                   | Time    | Materials                                                                                                                                                                                                                                                                                                                              |
|--------------------------------|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>       |                            |         |                                                                                                                                                                                                                                                                                                                                        |
| Review the Chapter             | Whole Group                | 5 min.  | <input type="checkbox"/> Reader                                                                                                                                                                                                                                                                                                        |
| Close Reading: Chapter 7       | Whole Group/<br>Individual | 30 min. |                                                                                                                                                                                                                                                                                                                                        |
| Lesson Wrap-Up                 | Whole Group/<br>Partner    | 5 min.  |                                                                                                                                                                                                                                                                                                                                        |
| Word Work: <i>Acquire</i>      | Whole Group                | 5 min.  |                                                                                                                                                                                                                                                                                                                                        |
| <b>Writing (45 min.)</b>       |                            |         |                                                                                                                                                                                                                                                                                                                                        |
| Model Supporting an Opinion    | Whole Group/<br>Individual | 15 min. | <input type="checkbox"/> Structure of a Persuasive Paragraph Poster<br><input type="checkbox"/> Planning a Persuasive Paragraph Chart<br><input type="checkbox"/> Pro Chart<br><input type="checkbox"/> Reader<br><input type="checkbox"/> Activity Pages 2.6, 8.1, 10.3<br><input type="checkbox"/> Lords and Serfs Graphic Organizer |
| Practice Supporting an Opinion | Small Group/<br>Partner    | 25 min. |                                                                                                                                                                                                                                                                                                                                        |
| Lesson Wrap-Up                 | Partner                    | 5 min.  |                                                                                                                                                                                                                                                                                                                                        |
| <b>Take-Home Material</b>      |                            |         |                                                                                                                                                                                                                                                                                                                                        |
| Writing                        |                            |         | <input type="checkbox"/> Activity Pages 2.6, 8.1, 10.3                                                                                                                                                                                                                                                                                 |

## ADVANCE PREPARATION

### Reading

- Have paper available for use as an exit slip when students respond to the following two-part question: What was the most positive effect King Henry II had on England? What was the most negative?

### Writing

- Display the Lords and Serfs Graphic Organizer as completed during Lesson 2.
- Display the Pro Chart as completed during Lesson 8.
- Reference the Structure of a Persuasive Paragraph Poster displayed in Lesson 10. Alternatively, you can access a digital version in the digital components for this unit.
- Structure of a Persuasive Paragraph:
  - 1. State an opinion
  - 2. Reason 1 to support opinion
  - 3. Reason 2 to support opinion
  - 4. Reason 3 to support opinion
  - 5. Transitions included, as needed
  - 6. Concluding sentence
- Display the enlarged version of the Planning a Persuasive Paragraph Chart from Lesson 10.

| <b>If I could choose to be someone who lived during the Middle Ages, I would choose to be a lord.</b>                              |                                                                        |                                                                                                                             |                 |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                                                                                                                    | <b>Reason 1</b>                                                        | <b>Reason 2</b>                                                                                                             | <b>Reason 3</b> |
| Text Evidence/<br>Page(s)                                                                                                          | Lords were in control of the land and people around them.<br>(page 11) | Lords had lots of money to build castles and organize an army of knights to protect what belonged to them.<br>(pages 12–13) |                 |
| Sentence in My Own Words (using at least one transition word at the beginning and the word <i>because</i> to introduce the reason) |                                                                        |                                                                                                                             |                 |

## Morphology; Spelling

- Collect Activity Pages 11.3 and 11.5 to review and grade, as there are no morphology or spelling lessons today.

## Universal Access

- Prepare a T-chart of the positive and negative actions of King Henry II for students to use as a reference.
- Prepare feedback for the first portion of Activity Page 10.3 for students to reference from lesson 10.

Start Lesson

## Lesson 12: Two Views on King Henry II

# Reading



**Primary Focus:** Students will evaluate the most positive and most negative actions King Henry II took while in power, using information from the text to analyze what happened and why. **TEKS 4.6.G**

### REVIEW THE CHAPTER (5 MIN.)

- Remind students that they read about an important English king, King Henry II, in the previous lesson. Ask them to name some of the positive things King Henry II did during his reign.
  - Answers may vary, but should include that he helped restore the power and authority of the English monarchy; that he reformed the court system; that he found a new way to raise an army.
- Ask students to name some of the negative things King Henry II did during his reign.
  - » Answers may vary, but should include that he ordered torn down all castles built without royal approval; that he treated anyone who questioned his authority mercilessly; that his suggestion of mercilessness toward those who questioned his authority might have led to the murder of Thomas Becket.
- Tell students they will reread chapter 7, “Henry II and Law and Order.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

**TEKS 4.6.G** Evaluate details read to determine key ideas.



- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - Why was King Henry II such an important English king?

---

**CLOSE READING: CHAPTER 7 (30 MIN.)**

- Read the title of the chapter as a class, “Henry II and Law and Order.” As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

## Chapter 7

# Henry II and Law and Order

**THE BIG QUESTION**  
Why was King Henry II such an important English king?

*The great conqueror is dead. He died 21 years after his incredible victory at the Battle of Hastings. William I had ruled England with an iron fist. He punished anyone who refused to be loyal to him. To defend his newly **acquired** kingdom, he built great castles. He kept a close eye on finances. After his death, England experienced a period of turmoil and unrest. As a result, power-hungry nobles fought each other, and some even challenged the ruling kings.*



White Tower within the Tower of London, built by William the Conqueror



Henry II holding model of the abbey church he founded

Finally, in 1154 CE, 67 years after William's death, his great-grandson, Henry II, became king. Just like his great-grandfather, Henry II became the Duke of Normandy. Bright and determined, he made major reforms in justice, finance, and the armed forces. The first thing he did was to challenge the nobles who had been fighting among themselves for years. By this time, many nobles had acquired great wealth. They built castles for themselves. They formed their own armies, led by knights. Henry II ordered

58

- Have students read the first paragraph silently.

**Inferential.** The author begins this chapter with a short sentence: “The great conqueror is dead.” The author uses this short, powerful sentence to capture the reader’s attention. It also helps to set the scene for the events that will be described in this chapter. Why do you think the author does not name the conqueror in the first two sentences of the paragraph?

- » Answers may vary but could include the fact that, taken together, the information in the first two sentences could only be about one person—William the Conqueror (“the great conqueror”)—who had an “incredible victory at the Battle of Hastings.” Students may also note that, by not revealing the name of the person until the third sentence, the author is holding the reader’s attention.

## Challenge

Ask students to think about what difference it would make if the idiom said that William ruled with a cotton fist. How does the choice of iron help convey the idiom's meaning?

## Support

Remind students that an idiom is a literary device, and that they learned about literary devices in the Personal Narratives unit. Review that literary devices are types of figurative language used to better explain an idea, bring more attention to a particular event, encourage the reader to feel a certain way, clarify a point, illustrate a scene, or add to a description. Authors also use literary devices simply to make the text more interesting or engaging.

**Inferential.** In this first paragraph, the author says that William ruled with an iron fist. The author is using what is called an *idiom*. An idiom is a phrase, the meaning of which is different from the literal meaning. This phrase does not mean that William the Conqueror had a fist—a hand—that was made of iron. What do you think this phrase means?

- » It means that he was a strict ruler who kept very tight control over people and events.
- Have students read the remainder of pages 58–59 silently, then return to page 58 to answer question E.

that all castles built without royal approval be torn down. He also imposed a tax on the nobles. This tax, known as the shield tax, had been used before by Henry I. Instead of asking the nobles to provide soldiers for his army, the king asked for money. With this money, Henry II was able to hire soldiers for his own army. The king treated anyone who questioned his authority **mercilessly**.

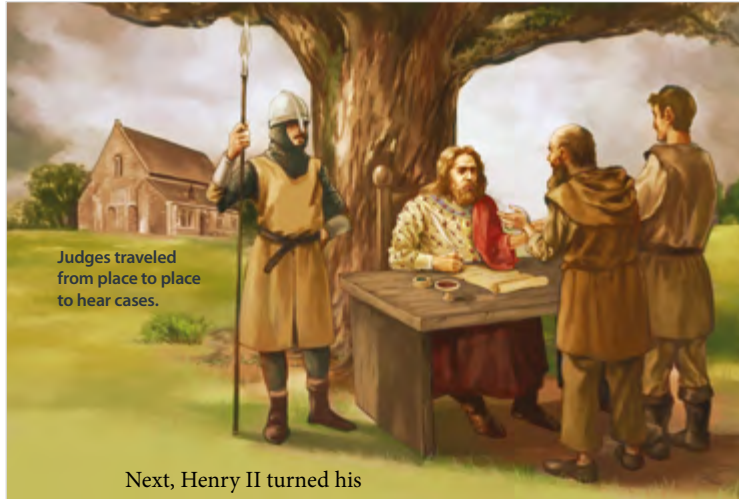
Henry II reviewing his army



59

**Literal.** The text says, “Bright and determined, he made major reforms in justice, finance, and the armed forces.” The author is saying that, because Henry II was bright and determined, he made changes in several different areas, including the court system, the way in which the government raised money, and the way the king raised an army. The word *bright* has several different meanings. What are some meanings of *bright*, and what does it mean in this sentence?

- » It could mean “giving off light”; “shiny”; or “smart, learns quickly.” In this sentence, *bright* means Henry II was smart and learned quickly.



Judges traveled from place to place to hear cases.

Next, Henry II turned his attention to law and order. England had different courts assigned to deal with various crimes. For example, local lords held manor courts to deal with local affairs. There were also Church courts. The king's court took care of serious crimes such as murder and **treason**.

In the Middle Ages, there was a method of proof called trial by ordeal. This meant that the accused might be asked to prove his innocence by going through a certain ordeal. For example, the accused might have to pick up a piece of red-hot metal, be tossed into a pond, or fight an opponent. People believed that if the accused survived the ordeal, it was a sign from God that he was **innocent**.

Henry II set up a fairer legal system. He created a circuit court system. This meant that royal justices or judges went out into the countryside to hear cases. Their decisions helped decide future cases and ultimately became the basis of common law, or the law of the land. By the time he died in 1189 CE, Henry II had done a lot to **restore** the power and authority of the English monarchy.

60

- Have students read page 60 silently.

**Literal.** What is treason?

- » Treason is the crime of being disloyal to one's country.

If someone was accused of treason during the reign of Henry II, in what court would they have their trial?

- » Treason would be tried in the king's court.

**Inferential.** At the beginning of the third paragraph on page 60, the author says, “Henry II set up a fairer legal system.” The author wrote that sentence to explain that he or she didn’t think the court system described in the previous (second) paragraph was very fair. What details does the author provide to support the statement that Henry II set up a fairer court system?

- » Henry established a court system in which judges went out into the countryside to hear cases. Their decisions then helped to inform future cases, becoming the law of the land.

**Literal.** The text says Henry did a lot to restore the power and authority of the English monarchy. Based on the meaning of the word *restore*, what does this sentence mean?

- » It means he brought back the power and authority that had been lost after William the Conqueror died.

## Murder in the Cathedral



Thomas Becket, Archbishop of Canterbury

In the beginning of his **reign**, Henry II **appointed** a man he trusted named Thomas Becket to be his chief advisor. As well as controlling the nobles, Henry also wanted to limit the power of the Church in England. To help him do this, he appointed Thomas to the position of archbishop of Canterbury. This meant that Thomas had become the most powerful Church leader in all of England. Henry was confident that his friend would support

his decisions regarding the Church.

But things did not work out that way. Thomas took his new job very seriously. When Henry wanted to reduce the power of the Church courts, Thomas disagreed with him. Furious, Henry thought about having his friend arrested. However, before this could happen, Thomas escaped to



Henry II and Becket arguing

France. The pope supported Thomas and threatened to excommunicate, or remove, Henry from the Church. In the Middle Ages, excommunication was a terrifying prospect. Many Christians believed that if they were not part of the Church, they would not go to heaven.

61

- Have students read page 61 silently.

**Inferential.** The first sentence in the second paragraph on page 61 says, “But things did not work out that way.” This is called *foreshadowing*. By using foreshadowing, the author gives the reader a hint about what is to come, but does not give away any interesting details about the ending. Based on the author’s use of foreshadowing here, do you think Henry’s plan to limit the power of the Church will work?

» no

**Literal.** What happened when Henry tried to use Thomas Becket to limit the power of the Church?

» Thomas Becket did not go along with Henry’s plan and escaped to France.

How did the pope, the leader of the Church, respond to Henry's plan?

- » The pope threatened to excommunicate, or remove, Henry from the Church.

**Inferential.** [Reference the image at the bottom of page 61.] Which of the two people in this image is Henry II? Which is Thomas Becket? How do you know?

- » The one on the left is Henry and the one on the right is Thomas Becket. Henry, as king, is wearing a crown, and Thomas, as archbishop, is not.



Eventually, Henry and Thomas reached an agreement and Thomas was allowed to return to England. Henry and Thomas's relationship did not improve, though. They continued to argue over Church matters. Henry became so frustrated that during a royal



Knights murdering Becket in Canterbury Cathedral

dinner, with many nobles in attendance, he is said to have uttered the words, "Will no one rid me of this troublesome priest?"

Was Henry just **sulking**, or was he encouraging the **assassination** of Thomas? We will never know for sure. Four knights who heard these words murdered the archbishop while he was kneeling in prayer



Canterbury Cathedral

in Canterbury Cathedral. These knights may not have set out to kill the archbishop. The reasons behind the murder of Thomas Becket are still a mystery.

Three years after Thomas's death, the pope declared him to be a saint. Thomas Becket's tomb in Canterbury Cathedral became a holy shrine that many **pilgrims** visited during the Middle Ages. It is said that Henry never forgave himself for the death of his friend.

62

- Have students read page 62 silently.

**Literal.** What eventually happened between Henry and Thomas Becket?

- » They reached an agreement under which Thomas Becket returned to England, but they never restored their friendship.

**Inferential.** The text says, "Was Henry just sulking, or was he encouraging the assassination of Thomas?" What clues from the text could lead the knights to think Henry was just sulking?

- » Students could conclude Henry was just sulking because, according to the text, he and Thomas were friends, and Henry allowed Thomas to return to England. Henry would probably not want Thomas assassinated.

What clues from the text could lead the knights to think Henry was encouraging them to assassinate Thomas Becket?

- » Students could conclude Henry was encouraging them to assassinate Thomas because, according to the text, although he allowed Thomas to return to England, Thomas still didn't cooperate with Henry and the two men continued to argue.

**Inferential.** The last sentence on page 62 says, "It is said that Henry never forgave himself for the death of his friend." Why do you think the author used the phrase *it is said*? What is meant by this sentence?

- » Writers often use the phrase *it is said* when they are writing about something for which they have no proof. This means that, although some people believe Henry never forgave himself for Thomas's death, this statement cannot be proven.

## A Most Extraordinary Queen

In 1153 CE, Henry II married a woman named Eleanor of Aquitaine. Eleanor came from a noble family who controlled Aquitaine, one of the richest regions of France. She had been married previously to the king of France. Henry and Eleanor had eight children. In 1173 CE, two of their sons plotted against Henry.



Eleanor with her sons, Richard and John



Eleanor of Aquitaine's seal

Henry believed Eleanor had been involved in the plot to overthrow him, so he had her placed under house arrest. When Henry died in 1189 CE, Eleanor was released by her oldest son, Richard I. Richard was crowned king after the death of his father, Henry II. Eleanor helped to govern England during the years King Richard was away fighting in the wars known as the Crusades. Because he was so brave, Richard earned the name *Lion-Hearted*. Eleanor of Aquitaine is thought to have been one of the more influential women of her time.

63

- Have students read page 63 silently.

**Inferential.** The wife of Henry II, Eleanor of Aquitaine, was the queen of how many different countries? How did that happen?

- » two
- » Her first husband was the king of France, so, during her lifetime, she was the queen of both France and England.

## The Crusades



Pope Urban II encouraged the First Crusade at the Council of Clermont in 1095 CE.

A series of wars that became known as the Crusades helped to define and shape the Middle Ages. The origin of these wars began in 638 CE when Arab armies captured the holy city of Jerusalem. Despite this conquest, Jerusalem remained open to travelers, traders, and pilgrims. The city was, after all, sacred to Jewish people, Muslims, and Christians. Then, in 1095 CE, Muslim Turks took control of Jerusalem. This time the city was closed to Jewish and Christian pilgrims. The pope commanded that the kings of Europe raise an army to reclaim Jerusalem. Between 1095 and 1291 CE, there were nine crusades, or attempts to recapture Jerusalem. Despite these periods of confrontation, trading relationships developed between Europe and the Middle East. In addition to trading goods, people exchanged knowledge of science and mathematics, as well as views on art and architecture.



Crusader

## If You Were a Crusader

As a young crusader, you would have traveled to faraway lands. This could have been your experience.



Crusaders traveled to the Middle East and North Africa.

Your eyes are red and itchy! It is difficult to see through the cloud of dust that has been kicked up by the many horses galloping across the dry desert land. Your mouth is parched and dry. Two years have passed since

you left your father's country home and the beautiful rolling hills of your homeland. In that time you have been traveling across land and sea. You have experienced incredibly hot and cold climates. You have recovered from disease—you are one of the lucky ones for sure. You wear a red cross on your shirt of armor, and you carry a flag that **bears** the same **emblem**. Some of the men you travel with fought alongside King John's brother, Richard the Lion-Hearted. Like all Christian crusaders, it is your intention to help recapture the city of Jerusalem in the Holy Land.



Crusader crossing the desert

As you and your fellow knights rest and water your horses, you can see the city of Jerusalem in the distance. When the time comes, you and your fellow knights will fight to the death to recapture this holy place. But before that moment comes, you kneel down in the warm sand and pray for victory.



A group of crusaders sees the city of Jerusalem in the distance.

## Medieval Musings

1. In the Middle Ages, the poor had a very simple diet. They ate mostly from three food groups. What were these food groups? Clue: Even today they are important foods!

2. In the Middle Ages, to whom did people go if they needed to have a tooth removed? Clue: These people also cut hair.



Medieval man having tooth pulled

# Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



## LESSON WRAP-UP (5 MIN.)

- Have students work with a partner to discuss both the positive and negative effects Henry II had on England. Ask students to determine what action of Henry's was the most positive, what was the most negative, and why.
- Have several students share their discussions with the class.



### Check for Understanding

Ask students to write down their answer to the discussion prompt, *Determine what action of Henry's was the most positive, what was the most negative, and why*, on an exit slip that you prepared in advance.

## WORD WORK: ACQUIRE (5 MIN.)

1. In the chapter, you read, "By this time, many nobles had acquired great wealth."
2. Say the word *acquire* with me.
3. To *acquire* means "to get."
4. By the time I was eight years old, I had acquired a large number of books about horses.
5. What are some things you have acquired or would like to acquire? Be sure to use the word *acquire* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "I have acquired \_\_\_" or "I would like to acquire \_\_\_."
6. What part of speech is the word *acquire*?
  - » verb
  - Use an Antonyms activity for follow-up.
  - What are some antonyms, or words that have the opposite meaning, of *acquire*?
    - Prompt students to provide antonyms such as *drop*, *lose*, and *abandon*. Have students pair up and create a sentence for each of their antonyms.



ENGLISH  
LANGUAGE  
LEARNERS

Writing  
Supporting Opinions

### Beginning

Provide one-on-one support to students as they complete their exit slip.

### Intermediate

Have each student work with a peer you anticipate will complete their exit slip successfully.

### Advanced/Advanced High

Provide the pre-prepared T-chart of King Henry II's positive and negative actions for students to use as a reference as they complete their exit slips independently.

ELPS 5.B



## Lesson 12: Two Views on King Henry II

# Writing



**Primary Focus:** Students will be able to paraphrase facts from the text that support their opinions in their own words. **TEKS 4.11.A; TEKS 4.12.C**

### **MODEL SUPPORTING AN OPINION (15 MIN.)** **TEKS 4.12.C**

- Review the structure of a persuasive paragraph. Remind students that, in a persuasive paragraph, the writer states an opinion and gives reasons for that opinion. When a writer states an opinion, he or she is taking a stand (saying what he or she believes) on a topic and is prepared to explain why he or she is taking that particular stand.
- The first step to writing a persuasive paragraph is to state your opinion. Students should have completed the sentence starter on the Planning a Persuasive Paragraph Chart on Activity Page 10.3 in a previous lesson: *If I could choose to be a person who lived during the Middle Ages, I would choose to be a (serf/knight/craftsman/monk/nun).*
- Have students examine the rest of Activity Page 10.3. It contains a graphic organizer that asks for three reasons to support the opinion stated in the sentence starter. For each reason, they must list evidence from the text and the page number on which the evidence was found. Students should then write the reason in a complete sentence in their own words. They will later include a transition at the beginning of each reason sentence, if possible, and use the word *because* to introduce evidence for the reason. Students can use the Pro Chart on Activity Page 8.1 to help them get started.
- Display the enlarged Planning a Persuasive Paragraph Chart to use while modeling for students.
- Tell students that you will model how to support your opinion with reasons. Remind students that you have been modeling with the “lord” social class throughout this unit.
- Reference the Pro Chart on Activity Page 8.1. Remind students that this table is an effective way to organize one’s thoughts when trying to figure out a reason that could convince a reader to believe one’s opinion. Read the two “pros” listed for lords: that lords lived in castles and that lords controlled the land and towns

### Activity Page 10.3



**TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

near their castles. Although Activity Page 8.1 had only two reasons, students will need to develop a third reason on their own to complete Activity Page 10.3.

- Use think-aloud modeling to demonstrate how to consider each reason and the evidence that would be needed to support it. For example, you might question each “pro” listed on Activity Page 8.1: “Why were lords able to live in castles? One reason was that they had a lot of money and control over people who could build them. Why did lords have more money than others? Lords had more money because they taxed the serfs and townspeople. Why could lords tax the serfs and townspeople? Lords had special relationships with the king that gave them special privileges—they were at the top of the hierarchy of social classes during the Middle Ages.”
- The first row on Activity Page 10.3 asks for “Text Evidence/Page(s).” In order to complete this row properly, students will need to refer to previous graphic organizers or the Reader to locate the page where they found the text evidence. It may be helpful to list the chapter numbers on the board for reference.
  - Serfs/Lords: Chapter 2: “To the Manor Born”
  - Knights: Chapter 3: “Gloomy Castles and Jousting Knights”
  - Craftsmen: Chapter 4: “Merchants, Markets, and Mud: Towns in the Middle Ages”
  - Monks: Chapter 5: “The Power of the Church”
  - Nuns: Chapter 5: “The Power of the Church” and page 36
- Model how to reference the Lords and Serfs Graphic Organizer and use the paraphrased notes and page numbers to find evidence in the text. On the top of page 11, the text says, “The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the people who worked for him.”
- Tell students that you will use this evidence from the text to draft a reason sentence. A helpful sentence starter is, “I would choose to be a lord because . . .” Tell students they will have time to add transition words and more detail to the reason sentences in the next writing lesson.
- Write your draft sentence on the enlarged version of Activity Page 10.3. For example, you could write:
  - I would choose to be a lord because the lord was in control of the land and people around him.



## Writing Supporting Opinions

### Beginning

Provide one-on-one support to students as they paraphrase.

### Intermediate

Partner each struggling student with one who demonstrated success completing 10.3 in Lesson 10 and shares the same opinion.

### Advanced/Advanced High

Go through one example of paraphrasing with the student before allowing him or her to complete the bottom row independently.

### ELPS 5.G

- Remind students that each reason should be compelling—it should dazzle readers and make them pay more attention to your opinion. Based on the paraphrased notes, a second reason could be:
  - I would choose to be a lord because the lord was in control of the land and people around him. The lord taxed the serfs and townspeople and used this money to build his castle, organize his army of knights, and protect the land that belonged to him.
- Point out that you used the paraphrased notes from the Lords and Serfs Graphic Organizer to inspire your second reason sentence. In order to craft this sentence with detail, you must return to the text to find more information and write that information in your own words.
- Tell students that they only have two “pros” on their Pro Charts on Activity Page 8.1. It is up to them to use the Reader to find a third reason that might convince someone that their opinion is worth believing.
- Review the enlarged Planning a Persuasive Paragraph Chart. Tell students they will use the two “pros” from Activity Page 8.1 to write two sentences on Activity Page 10.3 that support why they would choose to be a certain person from the Middle Ages. Remind students that they must determine Reason 3 on their own.

| <b>If I could choose to be someone who lived during the Middle Ages, I would choose to be a lord.</b>                         |                                                                                                       |                                                                                                                                                                   |                 |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                                                                                                               | <b>Reason 1</b>                                                                                       | <b>Reason 2</b>                                                                                                                                                   | <b>Reason 3</b> |
| Text Evidence/<br>Page(s)                                                                                                     | Lords were in control of the land and people around them. (page 11)                                   | Lords had lots of money to build castles and organize an army of knights to protect what belonged to them. (pages 12–13)                                          |                 |
| Sentence in My Own Words (using at least one transition at the beginning and the word <i>because</i> to introduce the reason) | <i>I would choose to be a lord because the lord was in control of the land and people around him.</i> | <i>The lord taxed the serfs and townspeople and used this money to build his castle, organize his army of knights, and protect the land that belonged to him.</i> |                 |

- Demonstrate how to review Activity Page 2.6 (Lords and Serfs Graphic Organizer) and Activity Page 8.1 (Pro Chart) to select a third reason why someone should choose to be a lord during the Middle Ages. For example, as a third reason, you could say that lords learned how to read and write, became skilled swordsmen, and could learn a musical instrument. Their privileged lifestyle allowed them to do things that serfs could not. This information is from page 10 of the Reader. Model how to transform this information into a sentence using your own words, writing in the Reason 3 column of the Planning a Persuasive Paragraph Chart as you work.

### Activity Pages 8.1 and 2.6



### PRACTICE SUPPORTING AN OPINION (25 MIN.)

TEKS 4.12.C

- Ensure students have Activity Pages 2.6 (if they are writing about serfs), 8.1, and 10.3 in front of them.
- Have students work independently and use their notes to draft reason sentences using Activity Page 10.3.

### Support

For students who need additional support, you may choose to work with a small group and guide them in turning notes into reason sentences.

### LESSON WRAP-UP (5 MIN.)

- Have each student share his or her reason sentences with a partner.
- Students should finish Activity Page 10.3 for homework.

End Lesson

### Activity Pages 2.6 and 8.1



### Activity Page 10.3



## Lesson 12: Two Views on King Henry II

# Take-Home Material

### WRITING

- Have students take home Activity Pages 2.6, 8.1, and 10.3 in order to complete Activity Page 10.3 for homework.

**TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

## 13

# Magna Carta

## PRIMARY FOCUS OF LESSON

### Reading

Students will evaluate the importance of Magna Carta based on information from the text. **TEKS 4.6.F; TEKS 4.6.G**

### Writing

Students will draft and edit a persuasive paragraph about lords and serfs. **TEKS 4.11.C; TEKS 4.11.D.i, iii, iv, v, x, xi; TEKS 4.12.C**

## FORMATIVE ASSESSMENT

**Activity Page 13.2** **Draft a Persuasive Paragraph** Draft a persuasive paragraph about lords and serfs. **TEKS 4.12.C**

**Activity Page 13.4** **Editing Checklist** Edit persuasive paragraph about lords and serfs. **TEKS 4.11.C; TEKS 4.11.D; TEKS 4.12.C**

**TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.11.D** Edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

## LESSON AT A GLANCE

|                                 | Grouping                   | Time    | Materials                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>        |                            |         |                                                                                                                                                                                                                                                                                                                                                                          |
| Review                          | Whole Group                | 5 min.  | <input type="checkbox"/> Reader<br><input type="checkbox"/> Activity Pages 2.3, 13.1                                                                                                                                                                                                                                                                                     |
| Introduce the Chapter           | Whole Group                | 5 min.  |                                                                                                                                                                                                                                                                                                                                                                          |
| Read-Aloud: Chapter 8           | Whole Group/<br>Individual | 20 min. |                                                                                                                                                                                                                                                                                                                                                                          |
| Lesson Wrap-Up                  | Whole Group/<br>Partner    | 10 min. |                                                                                                                                                                                                                                                                                                                                                                          |
| Word Work: <i>Inevitable</i>    | Whole Group                | 5 min.  |                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Writing (45 min.)</b>        |                            |         |                                                                                                                                                                                                                                                                                                                                                                          |
| Model Drafting the Paragraph    | Whole Group                | 10 min. | <input type="checkbox"/> Activity Pages 2.6, 8.1, 10.3, 13.2<br><input type="checkbox"/> Lords and Serfs Graphic Organizer<br><input type="checkbox"/> Pro Chart<br><input type="checkbox"/> Structure of a Persuasive Paragraph Poster<br><input type="checkbox"/> Planning a Persuasive Paragraph Chart<br><input type="checkbox"/> Draft Persuasive Paragraph Example |
| Practice Drafting the Paragraph | Partner/<br>Individual     | 30 min. |                                                                                                                                                                                                                                                                                                                                                                          |
| Lesson Wrap-Up                  | Partner                    | 5 min.  |                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Take-Home Material</b>       |                            |         |                                                                                                                                                                                                                                                                                                                                                                          |
| Reading; Writing                |                            |         | <input type="checkbox"/> Activity Pages 13.2–13.5                                                                                                                                                                                                                                                                                                                        |

## ADVANCE PREPARATION

### Writing

- Display the Lords and Serfs Graphic Organizer as completed during Lesson 2.
- Display the Pro Chart as completed during Lesson 8.
- Display the Structure of a Persuasive Paragraph Poster. Alternatively, you can access a digital version in the digital components for this unit.
- Structure of a Persuasive Paragraph:
  1. State an opinion
  2. Reason 1 to support opinion
  3. Reason 2 to support opinion
  4. Reason 3 to support opinion
  5. Transitions included, as needed
  6. Concluding sentence
- In addition, display the enlarged version of the Planning a Persuasive Paragraph Chart as completed during Lesson 12.
- Display a list of transition words and phrases on the board/chart paper:
  - In addition,
  - First of all,
  - Second of all,
  - Lastly,
  - Finally,

- Prepare the following Draft Persuasive Paragraph Example to display. Cover it until the writing lesson. Alternatively, you can access a digital version in the digital components for this unit.

### **“Lords Reign During the Middle Ages”**

If I could choose to be someone who lived during the Middle Ages, I would choose to be a lord. First of all, I would choose to be a lord because the lord was in control of the land and people around him. In addition, the lord taxed the serfs and townspeople and used this money to build his castle, organize his army of knights, and protect the land that belonged to him. Lastly, lords also enjoyed privileges that other groups did not during the Middle Ages, such as learning to read and write and playing musical instruments. It would be best to be a lord during the Middle Ages because lords were on top.

### **Universal Access**

- Rewrite and post question 2 from the reading discussion as a two-part question. For example: *Is Magna Carta important? Why do you think that?*
- Create an outline for the persuasive paragraph including
  - state opinion
  - transition phrase and first supporting reason
  - transition phrase and second supporting reason
  - transition phrase and third supporting reason
  - closing statement
- Identify a small group of students you will work with during the drafting time who would benefit from teacher support and guidance.
- Make a copy of the list of transitional phrases for students to use as a reference.



## ACADEMIC VOCABULARY

**succeed, v.** to follow or replace someone in a position of power

**ancestral, adj.** related to a person's relatives from long ago

**unsettling, adj.** making people nervous, worried, or upset

**inevitable, adj.** will happen and can't be stopped

**consult, v.** to ask someone for advice or information

**humiliation, n.** a feeling of embarrassment and shame

**ballad, n.** a simple song, usually telling a story (ballads)

| Vocabulary Chart for Chapter 8 "The Wayward King: King John and Magna Carta" |                                 |                                                              |
|------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------|
| Vocabulary Type                                                              | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                             |
| Core Vocabulary                                                              | ancestral                       | unsettling<br>inevitable<br>consult<br>humiliation<br>ballad |
| Multiple-Meaning Core Vocabulary Words                                       |                                 | succeed                                                      |
| Sayings and Phrases                                                          |                                 |                                                              |

Start Lesson

## Lesson 13: Magna Carta Reading



**Primary Focus:** Students will evaluate the importance of Magna Carta based on information from the text. **TEKS 4.6.F; TEKS 4.6.G**

### REVIEW (5 MIN.)

- Remind students that they learned about several kings who reigned in England during the Middle Ages.

**TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.6.G** Evaluate details read to determine key ideas.

- Ask the following questions to review the previous chapters:
1. How did William the Conqueror become king of England?
    - » He won the Battle of Hastings.
  2. About 67 years after William the Conqueror died, his great-grandson, King Henry II, became king of England. What changes did King Henry II make to the court system?
    - » He made it fairer; he started a circuit court system in which judges would travel to hear cases.
  3. After King Henry II died, his son Richard I became king. What was his nickname and how did he acquire that name?
    - » Richard the Lion-Hearted. He demonstrated bravery during the Crusades.

---

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that you will read aloud chapter 8, “The Wayward King: King John and Magna Carta.” They should follow along in their Readers as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *succeed*.
- Have them find the word on page 68 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader to locate *succeed*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word



- Have students reference Activity Page 13.1 while you read each word and its meaning.

**succeed, v.** to follow or replace someone in a position of power

**ancestral, adj.** related to a person's relatives from long ago

**unsettling, adj.** making people nervous, worried, or upset

**inevitable, adj.** will happen and can't be stopped

**consult, v.** to ask someone for advice or information

**humiliation, n.** a feeling of embarrassment and shame

**ballad, n.** a simple song, usually telling a story (ballads)

- Remind students that they can look up a word in the glossary if they forget its meaning.
- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
  - Why is Magna Carta such an important document?

## Chapter 8

# The Wayward King: King John and Magna Carta

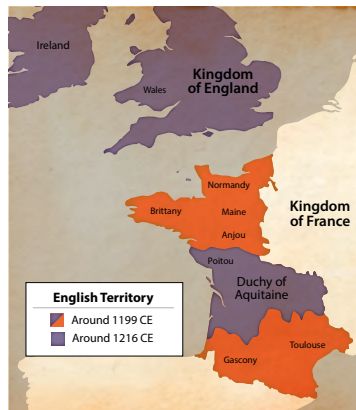
**THE BIG QUESTION**  
Why is Magna Carta  
such an important  
document?



Richard I

King Richard I died in 1199 CE. Although he had spent very little time in England, people there still mourned the death of Richard the Lion-Hearted. Many people had taken up arms and followed this royal crusader to the hot deserts of the Middle East. Many fought alongside him in battle. Without children to **succeed** him, Richard's youngest brother John became the next king.

King John was not as popular as his brother. For one thing, he failed to hold on to some of England's lands in France. Less than five years after John became king, the king of France attacked the regions of Normandy and Anjou. These were King John's **ancestral** lands. John attempted to defend these lands, but without his nobles' support, he was unsuccessful.



King John lost the lands in orange.

68

### READ-ALoud: CHAPTER 8 (20 MIN.)

- Read page 68 aloud. Remind students to use headings, subheadings, images, and captions to better understand the text. These features help to organize and better explain the information in the chapter.

**Literal.** What does *succeed* mean?

- » “to follow or replace someone in power”

Whom did King John succeed?

- » King Richard

**Inferential.** What did King John lose control over?

- » England's land in France

Why are these referred to as his ancestral lands?

- » King John was related to the various kings of England all the way back to William the Conqueror. The land in France was originally under William's control.
- Refer to the image and have students comment on how much land King John lost.

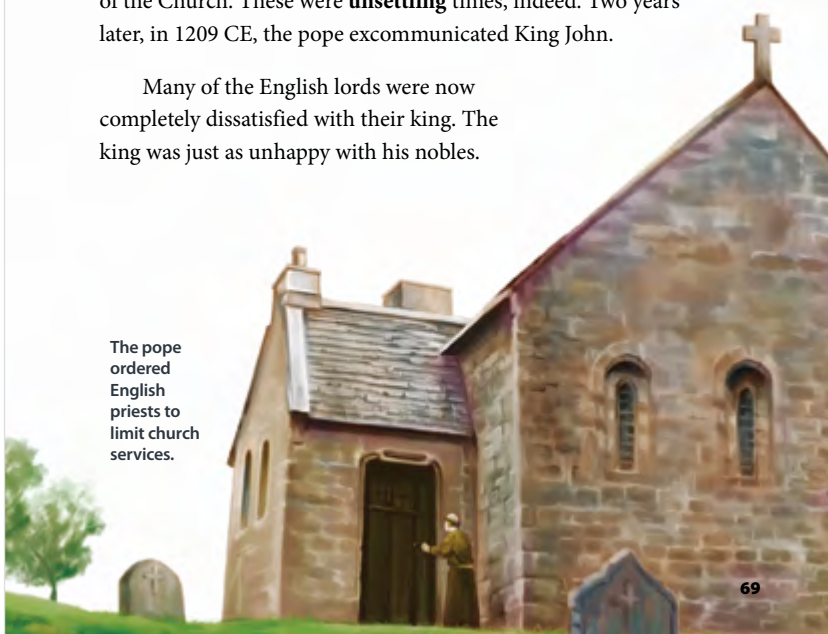


King John holding model of the abbey church he founded

Wars cost money and someone had to pay for them. To do this, King John raised taxes. He taxed nobles and wealthy merchants, and he placed taxes on cities. He also made it more difficult for people to hunt in the royal forests. Dissatisfaction with King John grew among the ruling class.

Then, King John claimed Church property and disagreed with the pope's choice of who should become the archbishop of Canterbury. Now he had yet another enemy. In fact, the pope was so angry with King John that he instructed the priests in England to limit church services. Most people were prevented from participating in the daily and weekly rituals of the Church. These were **unsettling** times, indeed. Two years later, in 1209 CE, the pope excommunicated King John.

Many of the English lords were now completely dissatisfied with their king. The king was just as unhappy with his nobles.



The pope ordered English priests to limit church services.

69

- Read page 69 aloud.

**Literal.** Who was especially unhappy with King John?

» nobles and the pope

As a result of the feudal system, nobles had a huge amount of power. King John wanted to lessen their power and claim some of their land. The nobles wanted to limit the king's authority. A major conflict was **inevitable**.

Eventually, King John agreed to the pope's candidate for archbishop of Canterbury. But by this time, some of the more powerful nobles had already decided to act against him. In 1215 CE, following another English military defeat in France and additional taxes, these nobles rebelled and turned against King John. They captured London. For a short time, there was a military stand-off between the rebellious nobles and King John.



An important group of English nobles rebelled against John in 1215 CE.

70

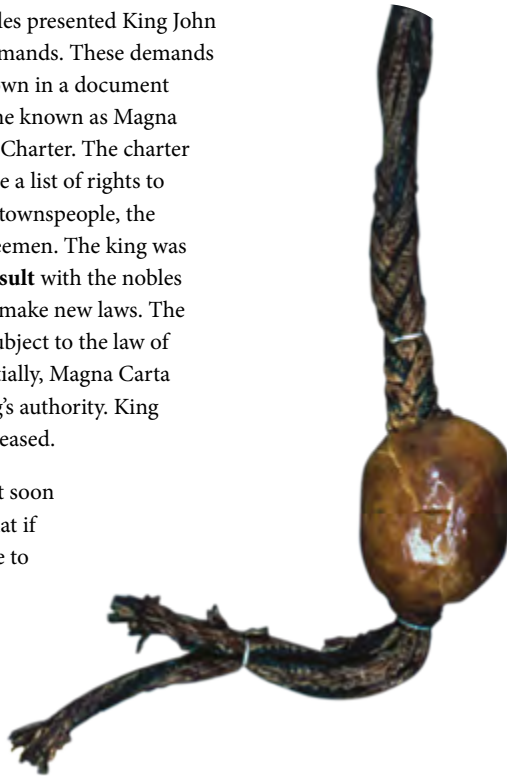
- Read page 70 aloud.

**Inferential.** The text says, “A major conflict was inevitable.” Which people or groups would inevitably have a conflict? What happened?

- » King John and the nobles
- » The nobles rebelled and captured London. The nobles and King John finally agreed to meet to talk.

In the summer of 1215 CE, both sides agreed to talk about their differences. After much debate, the nobles presented King John with a list of demands. These demands were written down in a document that later became known as Magna Carta, or Great Charter. The charter would guarantee a list of rights to the barons, the townspeople, the Church, and freemen. The king was required to **consult** with the nobles if he wanted to make new laws. The king was also subject to the law of the land. Essentially, Magna Carta limited the king's authority. King John was not pleased.

However, it soon became clear that if he did not agree to the charter, his nobles would continue to rebel. In June 1215 CE, an official seal was placed on Magna Carta. Copies of Magna Carta were sent out to different parts of the kingdom. Magna Carta was an important written statement that limited the power of English kings.



An official seal was placed on Magna Carta.

71

- Read page 71 aloud.

**Literal.** After King John and some of the nobles met to discuss their differences, the nobles gave King John a list of demands called Magna Carta. What were the consequences, or results, of Magna Carta for the nobles?

- » They gained a guaranteed list of rights and a voice in making laws because the king was required to consult with the nobles if he wanted to make new laws.

**Literal.** What were the consequences of Magna Carta for King John?

- » some loss of power and authority to nobles

**Inferential.** If King John did not like the consequences of Magna Carta, why was the royal seal placed on it, allowing it to become the law of the land?

- » He was afraid that if he did not allow it to become the law of England, the nobles would keep rebelling and he might lose even more power and authority.



## Magna Carta

Magna Carta really only benefited some members of society: feudal lords, the Church, the merchant class, and, in a general way, all freemen. Still, the document stated that the king must consult with others if he wanted to make new laws or raise taxes, and that courts must recognize the rule of law. In this respect, it is considered to be one of the most important documents in English history. Many of the ideas in this document have been included in the constitutions—or governing documents—of modern democracies.

King John did not have to endure this **humiliation** for too long. Four months later, he died of a fever as conflict continued to rage throughout England. King John's son Henry was crowned king of this troubled land. Henry III was just nine years old!

Within 50 years of King John's death, England would have a new governing body, or parliament. This parliament included the king, the lords, the knights, and the townspeople in England, providing more people a say in the government and laws.



Marble coffin lid of King John

72

- Read page 72 aloud.

**Literal.** Which members of English society benefited from Magna Carta?

- » feudal lords, the Church, the merchants, and freemen

**Literal.** How did Magna Carta change King John's power? Cite evidence from the text.

- » King John had less power. He could not raise taxes or make new laws on his own.

**Literal.** What type of modern government is based on many of the ideas from Magna Carta?

- » democracies with constitutions

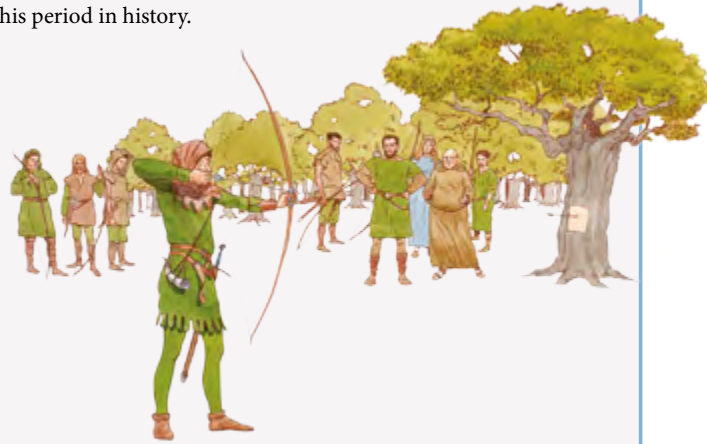
- The United States is a representative democracy, and our constitution is based on many of the ideas in Magna Carta.



Copy of Magna Carta from 1225 CE

## Robin Hood

Did the English hero Robin Hood really exist? It is difficult to say. The earliest reference to the legend of Robin Hood appears to date from about 1377 CE, and the oldest manuscript is from the late 1400s. The stories of Robin Hood's adventures first appeared in the form of **ballads**. As the legend goes, Robin and his band of men lived in the forests of northern England. Robin was thought to be a hero because he challenged the local lords, and even the king. English kings had raised taxes and introduced strict hunting laws, which prevented many people from entering royal forests. It is possible that there really was an outlaw like Robin Hood who challenged these laws. However, it is also possible that a fictional character named Robin Hood was created by storytellers to explain how difficult life was for many people during this period in history.



Robin Hood and his band of outlaws

74

- Read pages 74 and 75 aloud.

### If You Were a Lady-in-Waiting

Queens during the Middle Ages would have had ladies-in-waiting to attend to them. If you are destined to become a lady-in-waiting, you too will leave home at an early age to begin your training. Only girls from noble households can wait upon other noble ladies, including members of the royal family.



Young girl from a noble family



A lady-in-waiting learned to sew.

Therefore, your training takes place in a noble household. You are expected to acquire excellent manners. You learn to dance, sew, and ride a horse. You learn to read and, often, to speak a foreign language. You might even learn to be a skillful archer.

75

**Literal.** Who was Robin Hood and did he really exist?

- » He was an English hero whose stories were told through ballads, or songs, and books. No one is sure whether he existed.

**Inferential.** If Robin Hood did exist, why might the people of England consider him a hero?

- » Robin Hood fought against some of the rules and customs that made life difficult for people in the Middle Ages, such as the laws against hunting and taxes collected by kings and lords.

**Literal.** What were some of the things a lady-in-waiting needed to learn?

- » excellent manners, dancing, sewing, riding a horse, reading, speaking a foreign language, and archery



Your many duties include helping to dress your mistress, brushing her hair, and helping her bathe. You also tend to her clothes, repairing them and cleaning them. As with all ladies-in-waiting, the purpose of your training is to ensure you eventually marry a nobleman.

A lady-in-waiting would brush her mistress's hair.

## Medieval Musings

1. King John inherited a nickname that pokes fun at the fact that he did not have as much land or wealth as other kings. What was his nickname?
2. Skilled craftsmen made armor. What kind of craftsmen did this?



76

- Read page 76 aloud.
  - **Literal.** What was the purpose of training to become a lady-in-waiting?
    - » to marry a nobleman
- As time permits, you may have students conduct independent research to find the answers to the questions posed in “Medieval Musings.”
- As time permits, remind students to find the hidden letter in this Letter Quest and record it on Activity Page 2.3.



## LESSON WRAP-UP (10 MIN.)

**Note:** Question 2 relates to The Big Question of the chapter.

- Use the following questions to discuss the chapter:
1. **Inferential.** What does *wayward* mean? Why did the author choose the word *wayward* to describe King John in the title?
    - » *Wayward* means “behaving in an unacceptable way.”
    - » The author might have chosen *wayward* to describe King John in the title because King John took actions that both the Church and the nobles disagreed with. For example, he objected to some of the Church’s decisions, he lost land to France, and he taxed the people of England.
  2. **Evaluative.** Why is Magna Carta considered to be one of the most important documents in English history?
    - » It changed the balance of power in England by giving certain people rights, such as having a say in creating laws; it provided a basis for some ideas that were incorporated in the constitutions of modern democracies.
- Have students take home Activity Page 13.5 to read aloud to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.



### Check for Understanding

Agree or disagree? Have students show you one finger if they agree with the statement: *Magna Carta is the most important document in English history*. Students should put up two fingers if they disagree. Call on students to share their thinking.



**ENGLISH  
LANGUAGE  
LEARNERS**

Speaking and Listening  
Offering and Supporting  
Opinions

### Beginning

Provide students with one-on-one teacher support during the closing discussion.

### Intermediate

Provide support by pairing the students who may struggle to answer The Big Question with students who demonstrate excellent reading comprehension.

### Advanced/Advanced High

Provide students with the question broken up into two parts that you prepared in advance.

**ELPS 2.C; ELPS 3.G**

## WORD WORK: *INEVITABLE* (5 MIN.)

1. In the chapter, you read, “A major conflict was inevitable.”
2. Say the word *inevitable* with me.
3. *Inevitable* means “will happen and can’t be stopped.”
4. When you are learning to do something new, making mistakes is inevitable.
5. Can you think of some inevitable consequences of not getting enough sleep? Be sure to use the word *inevitable* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “If someone does not get enough sleep, it is inevitable that \_\_\_\_.”
6. What part of speech is the word *inevitable*?
  - » adjective
  - Use a Sharing activity for follow-up.
  - Tell students that they will be working with a partner for this activity. One student should describe to his or her partner a situation in which there is a good chance something could go wrong. The partner will respond by describing the inevitable consequences of that situation. For example, one student might say, “Carrying too many heavy books at one time.” The partner would say, “If I carry too many heavy books at one time, it is inevitable that I will drop one or more.” Then have the students switch roles.

### Support

Suggestions for students who need help thinking of a scenario:

- forgetting to pack snacks for a trip
- riding your bike on ice
- trying to read when you are tired

## Lesson 13: Magna Carta

# Writing



### Challenge

For students who need an extra challenge, have them create their own topic opinion sentence—as long as it states who they would choose to be, introduces the setting of the Middle Ages, and is a complete sentence.

Activity Page 13.2



Activity Page 10.3



**ENGLISH  
LANGUAGE  
LEARNERS**

Writing  
Connecting Ideas

### Beginning

Identify a small group of students who will receive teacher guidance as they draft.

### Intermediate

Provide students with the outline of the paragraph that you prepared in advance to use as a reference.

### Advanced/Advanced High

Provide students with an individual copy of the list of transitional phrases they can use as a reference.

**Primary Focus:** Students will draft and edit a persuasive paragraph about lords and serfs. **TEKS 4.11.C; TEKS 4.11.D.i, iii, iv, v, x, xi; TEKS 4.12.C**

### MODEL DRAFTING THE PARAGRAPH (10 MIN.)

**TEKS 4.12.C**

- Remind students of the structure of a persuasive paragraph. Tell students that they can use the Structure of a Persuasive Paragraph Chart on Activity Page 13.2 as a checklist to make sure they have included all of the components of a persuasive paragraph.
- Model how to incorporate all of the pieces of a persuasive paragraph about lords onto Activity Page 13.2 by first copying your topic sentence, which states your opinion. Tell students that they can use the sentence starter at the top of Activity Page 10.3.
- Explain that there are a few more things to consider including in their persuasive paragraph. Transition words and phrases are helpful for making sentences flow nicely in a paragraph. Explain that it is important to vary how each sentence in a paragraph starts so the reader does not lose interest. Refer to the transition words or phrases on the board/chart paper:
  - In addition,
  - First of all,
  - Second of all,
  - Lastly,
  - Finally,
- Tell students that, after they draft their paragraph, they should consider where to add transition words and phrases such as the ones you listed on the board/chart paper.

**TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.11.D** Edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.



## Support

For students who need extra support, you may choose to work with a small group of students in order to guide them in using their activity page resources to draft their opinion paragraph.

- Then remind students that a concluding sentence retells the opinion sentence in a different way. The concluding sentence is the writer’s last chance to convince readers that they should have the same opinion as the writer.
- Tell students that they should also include a title for their paragraph. The title can simply state what the paragraph is about, or it can be more creative. Show students how to center the title and write it in quotation marks above the paragraph. Examples of titles might be “Lords Reign during the Middle Ages” or “Best to Be a Lord during the Middle Ages.”
- Share the Draft Persuasive Paragraph Example you prepared in advance, noting that it has a topic sentence, reasons, transition words and phrases, and a concluding sentence.
  - “Lords Reign during the Middle Ages”
  - If I lived during the Middle Ages, I would choose to be a lord. First of all, I would choose to be a lord because the lord was in control of the land and people around him. In addition, the lord taxed the serfs and townspeople and used this money to build his castle, organize his army of knights, and protect the land that belonged to him. Lastly, lords also enjoyed privileges that other groups did not during the Middle Ages, such as learning to read and write and playing musical instruments. It would be best to be a lord during the Middle Ages because lords were on top.

## Activity Page 13.3



### PRACTICE DRAFTING THE PARAGRAPH (30 MIN.)

- Have students work independently to use their notes to draft their opinion paragraph on Activity Page 13.2. Suggest that they leave the first line on the activity page blank so that, when they finish their paragraph, they can add a title. Remind students to add transition words or phrases to the beginning of one or two of their reason sentences.

## Activity Page 13.4



### LESSON WRAP-UP (5 MIN.)

- Have students share the transition words or phrases that they used in their paragraphs with a partner.
- Briefly review both the Persuasive Paragraph Rubric (Activity Page 13.3) and the Editing Checklist (Activity Page 13.4). Tell students to finish writing their persuasive paragraph on Activity Page 13.2 for homework, checking and revising their work by referring to Activity Pages 13.3 and 13.4.
- Students should finish Activity Page 13.2 for homework.

Lesson 13: Magna Carta

# Take-Home Material

## READING; WRITING

- Have students take home Activity Page 13.2 to complete using Activity Pages 13.3 and 13.4, and Activity Page 13.5 to read to a family member at least once from beginning to end without stopping to build fluency.
- Tell students to be certain to bring back Activity Pages 13.2, 13.3, and 13.4 tomorrow, as you will be collecting them.

Activity Pages  
13.2 and 13.4



Activity Pages  
13.3 and 13.5



## 14

# A Changing World

## PRIMARY FOCUS OF LESSON

### Reading

Students will use their knowledge of cause and effect to identify the impact of developments or events from the Middle Ages on our lives today.

 **TEKS 4.6.F; TEKS 4.6.G**

Students will identify primary and secondary sources that describe the same event. **TEKS 4.13.D**


### Grammar

Students will identify parts of speech, subjects, and predicates in

 sentences. **TEKS 4.11.D.i; TEKS 4.11.D.iii; TEKS 4.11.D.iv; TEKS 4.11.D.v**

### Morphology

Students will select the correct word with the root *arch* to best complete a

 given sentence. **TEKS 4.3.C**

### Spelling

Students will practice spelling targeted words and use them in sentences.

 **TEKS 4.2.B.v**


## FORMATIVE ASSESSMENT

**Activity Page 14.2** **Graphic Organizer: Impact of the Middle Ages** Use knowledge of cause and effect to identify the impact of developments or events from the Middle Ages on our lives today. **TEKS 4.6.G**

**Activity Page 14.3** **Practice Parts of Speech, Subjects, and Predicates** Identify parts of speech, subjects, and predicates in sentences. **TEKS 4.11.D.i; TEKS 4.11.D.iii; TEKS 4.11.D.iv; TEKS 4.11.D.v**

**Activity Page 14.4** **Root: *arch* Practice** Select the correct word with the root *arch* to best complete a sentence. **TEKS 4.3.C**

**Activity Page 14.5** **Spelling Practice** Practice spelling targeted words and use them in sentences. **TEKS 4.2.B.v**

 **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.13.D** Identify primary and secondary sources; **TEKS 4.11.D** Edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms;

## LESSON AT A GLANCE

|                                | Grouping                   | Time    | Materials                                                                                                                                                      |
|--------------------------------|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>       |                            |         |                                                                                                                                                                |
| Review                         | Whole Group                | 5 min.  | <input type="checkbox"/> Reader<br><input type="checkbox"/> Activity Pages 2.3, 14.1, 14.2<br><input type="checkbox"/> Important Events and Developments Chart |
| Introduce the Chapter          | Whole Group                | 5 min.  |                                                                                                                                                                |
| Small-Group Reading: Chapter 9 | Whole Group/<br>Individual | 20 min. |                                                                                                                                                                |
| Lesson Wrap-Up                 | Whole Group/<br>Partner    | 10 min. |                                                                                                                                                                |
| Word Work: <i>Indeed</i>       | Whole Group                | 5 min.  |                                                                                                                                                                |
| <b>Language (45 min.)</b>      |                            |         |                                                                                                                                                                |
| Grammar                        | Whole Group/<br>Partner    | 15 min. | <input type="checkbox"/> Subjects and Predicates Poster<br><input type="checkbox"/> Activity Page 14.3                                                         |
| Morphology                     | Whole Group/<br>Individual | 15 min. | <input type="checkbox"/> Activity Pages 11.3, 14.4                                                                                                             |
| Spelling                       | Partner                    | 15 min. | <input type="checkbox"/> Activity Pages 14.5, SR.1                                                                                                             |
| <b>Take-Home Material</b>      |                            |         |                                                                                                                                                                |
| Reading                        |                            |         | <input type="checkbox"/> Activity Page 14.6                                                                                                                    |

(v) adverbs that convey frequency and adverbs that convey degree; **TEKS 4.3.C** Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, meter; **TEKS 4.2.B.v** Demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes.

## ADVANCE PREPARATION

### Reading

- Prepare an enlarged version of the Important Events and Developments Chart on Activity Page 14.2 for students to view. Student responses during the Wrap-Up section will be recorded on this chart. Alternatively, you can access a digital version in the digital components for this unit.

| Middle Ages Event or Development     | One Impact of Event or Development |
|--------------------------------------|------------------------------------|
| feudal system                        |                                    |
| knights and castles                  |                                    |
| growth of towns and the middle class |                                    |
| Battle of Hastings                   |                                    |
| Magna Carta                          |                                    |
| weapons                              |                                    |
| inventions                           |                                    |

### Language

#### Grammar

- Display the Subjects and Predicates Poster from Lesson 11.
- Write the following sentences on the board/chart paper:
  - King John taxed nobles and wealthy merchants heavily.
  - The plague spread quickly through dirty towns and cities.

#### Writing

- Collect Activity Pages 13.2, 13.3, and 13.4 to review and evaluate students' paragraphs, using and marking the Persuasive Paragraph Rubric (Activity Page 13.3) and Editing Checklist (Activity Page 13.4). You will share this feedback with students during the Pausing Point.

#### Universal Access

- Provide page numbers to match pieces of information in the text that are needed in the graphic organizer during the reading activities.
- Plan partners who can provide support for the writing activity.
- Create cue cards with examples and explanations of parts of speech, subjects, and predicates as reference.

## ACADEMIC VOCABULARY

**encounter, n.** an unexpected and difficult meeting (encounters)

**truce, n.** an agreement to stop fighting (truces)

**negotiation, n.** a conversation between people trying to reach an agreement (negotiations)

**mighty, adj.** having great size or strength

**indeed, adv.** without any question

**pestilence, n.** a deadly disease

**perish, v.** to die or be destroyed (perished)

**multitude, n.** a large number of things or people

**unravel, v.** to come undone or fall apart

**Vocabulary Chart for Chapter 9 “A Changing World”**

| Vocabulary Type                           | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                                        |
|-------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------------|
| Core Vocabulary                           | pestilence                      | encounter<br>truce<br>negotiation<br>mighty<br>indeed<br>perish<br>multitude<br>unravel |
| Multiple-Meaning Core<br>Vocabulary Words |                                 |                                                                                         |
| Sayings and Phrases                       | without a doubt                 |                                                                                         |

## Lesson 14: A Changing World

# Reading



**Primary Focus:** Students will use their knowledge of cause and effect to identify the impact of developments or events from the Middle Ages on our lives today. **TEKS 4.6.F; TEKS 4.6.G**

Students will identify primary and secondary sources that describe the same event. **TEKS 4.13.D**

### REVIEW (5 MIN.)

- Remind students that they have been learning many facts about the Middle Ages.
- Ask students the following questions to review what they have learned:
  1. The Middle Ages started around the time an important empire fell apart. What empire was that?
    - » the Roman Empire
  2. Who was more powerful in the feudal system, a lord or a serf?
    - » a lord
  3. Why were there castles and knights during the Middle Ages?
    - » Both provided protection during a time when there were many wars, rebellions, and uprisings.
  4. Why was the growth of towns such an important development during the Middle Ages?
    - » It fueled the growth of the middle class, and it helped to change the feudal system.
  5. What was the pope the head of, that was very powerful in Europe during the Middle Ages?
    - » the Christian Church
  6. What important changes did King Henry II make to the legal system during his reign?
    - » He made the legal system more fair and he created a new court system in which judges would go out into the countryside to hear cases.

**TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.13.D** Identify primary and secondary sources.

7. Why was Magna Carta so important?

- » It was an early document limiting the power of kings and giving more power to people.

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students they will read chapter 9, “A Changing World.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter to follow along as you read the text aloud.
- Preview the core vocabulary words before reading the chapter.
- Tell students the first vocabulary word they will encounter in this chapter is *encounter*.
- Have them find the word on page 78 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *encounter*. Then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students refer to Activity Page 14.1 while you read each word and its meaning.

**encounter, n.** an unexpected and difficult meeting (encounters)

**truce, n.** an agreement to stop fighting (truces)

**negotiation, n.** a conversation between people trying to reach an agreement (negotiations)

**mighty, adj.** having great size or strength

**indeed, adv.** without any question

**pestilence, n.** a deadly disease

**perish, v.** to die or be destroyed (perished)

**multitude, n.** a large number of things or people

**unravel, v.** to come undone or fall apart

### Activity Page 14.1





- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - How are our lives today affected by things people created or invented during the Middle Ages?

### **Establish Small Groups**

- Before reading the chapter, divide students into two groups using the following guidelines:
  - Small Group 1: This group should include students who need extra support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students may complete Activity Page 14.2 with your support after reading.
  - Small Group 2: This group should include students who are capable of reading and comprehending text without support. These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 14.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 14.2 correctly.

#### **Activity Page 14.2**



#### **Activity Page 2.3**



### **SMALL-GROUP READING: CHAPTER 9 (20 MIN.)**

- The guided reading supports are intended for use with Small Group 1.
- Remind students, particularly those in Small Group 2, that if they complete the reading and Activity Page 14.2 before you call the class back together, they may research the answers to the Medieval Musings on page 86 of the Reader, as well as any other Medieval Musings in previous chapters. They may also do the Letter Quest activity on page 87 and record their answer on Activity Page 2.3.

## Chapter 9

# A Changing World

### THE BIG QUESTION

How are our lives today affected by things people created or invented during the Middle Ages?

The Middle Ages lasted for more than a thousand years. Wars occurred, kings and queens ruled, and a deadly disease killed one-third of the population of Europe. People lived their lives, seasons came and went, and history was made. Those days are long gone, but the people who lived long ago have touched our lives. Many ideas, laws, inventions, and important decisions made in the Middle Ages still affect our lives today.



Certain key events helped define the Middle Ages. You have already heard about many of them. The Hundred Years' War is another. This war began when one man claimed to be the true king of another land. This time it was the English king, Edward III, the great-great-grandson of King John. He claimed to be the rightful king of France.



Scene from Hundred Years' War

The Hundred Years' War was not one war, but rather a series of military **encounters** that began in 1337 and ended in 1453 CE. Between the battles and sieges were **truces** and **negotiations**, and periods of peace.

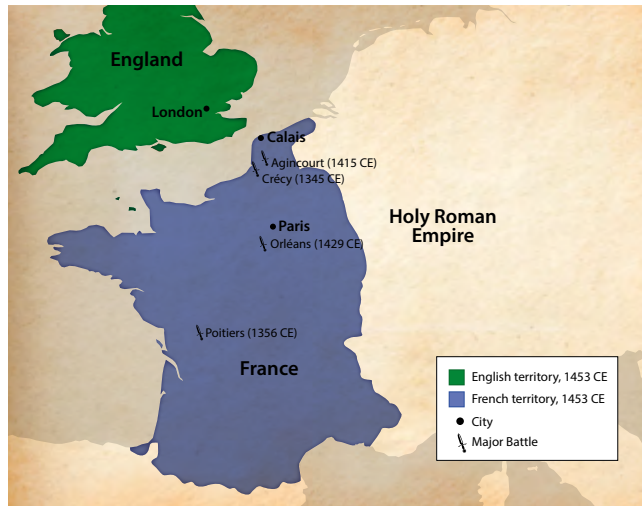
78

**Inferential.** Refer to the four small images next to the first paragraph. What does each image have to do with the Middle Ages?

- » The rat indicates that the Black Death started with fleas that lived on rats. The castle indicates that there was a need for protection and castles were built to fulfill this need. The cross indicates that the Christian Church was very powerful in Europe in the Middle Ages. The jester's hat indicates that court jesters entertained privileged people during the Middle Ages.

## Challenge

Have students suggest another image that represents an aspect of the Middle Ages and give a few details that explain why this image is a good choice.



The outcome of the Hundred Years' War was that France held onto a great deal of land.

When this war began, France was probably the most powerful kingdom in Europe. People did not expect this war to last long. The English, however, made good use of their skillful archers. Many of these archers used longbows. This powerful weapon helped the English archers defeat the French knights on the battlefields of France. One good example was the famous battle of Agincourt. On October 25, 1415 CE, a **mighty** French army faced a much smaller English army. The English archers with their longbows could not be overpowered by the French soldiers.

Although this was **indeed** a great victory for the English, France won the war in the end. They held onto almost all of the lands that the English had hoped to control. Out of wars such as this one, a stronger sense of nationalism developed. People fought and died for their king and for the land they belonged to.

79

## Support

If students struggle to define *nationalism*, direct them to the last sentence on the page and explain that it shows how people act when they have a strong sense of nationalism. Guide them in using these actions to explain what *nationalism* means.

- Have students read the text on pages 78 and 79.

**Evaluative.** Do you think the Hundred Years' War is a good name for this conflict between England and France? Why or why not? Be sure to support your answer with evidence from the text.

- » No, because it was not a single war but a series of several military encounters.

What does it mean to have a sense of nationalism?

- » A sense of nationalism means that people felt pride in, and loyalty to, their country.

## Joan of Arc



Portrait of Joan of Arc from the 1400s

France won the Hundred Years' War. This might not have happened if it had not been for the bravery of a young girl. Her name was Joan of Arc and this is her story.

Joan was born into a peasant family in eastern France in 1412 CE. She lived a simple life. She did not go to school and never learned to read or write. During her childhood, the Hundred Years' War was raging. The mighty French army had not been able to defeat the English. This war caused hardship and poverty in France.

When Joan was 13 years old, she began to have visions and to hear voices. Joan believed that God was speaking to her. These experiences continued for several years. When Joan was 17 years old, the English burned her village of Domrémy. Joan heard the voices again. This time she believed that God was telling her to lead the soldiers of France to victory against the English.



Joan riding into battle

80

- Have students read the text on pages 80 and 81.



Joan of Arc entering town of Orléans

Joan traveled to a nearby town. There she told the governor of the town that she had a message for the dauphin. The dauphin was next in line to the French throne. Incredibly, the governor agreed to allow Joan

to speak to the

dauphin. Joan convinced the dauphin to give her a sword, a horse, and some soldiers. She was able to free the town of Orléans from English control and helped to ensure that the dauphin was crowned King Charles VII.

But in another battle, Joan was captured by the English. She was accused of being a heretic and was found guilty in a trial. As a punishment, she was put to death.



Joan was captured by the English army.

81

**Inferential.** Was Joan of Arc's family wealthy or poor? How do you know?

- » Poor. The text says she came from a peasant family and lived a simple life. She did not go to school and never learned to read or write.

**Literal.** Who was the dauphin?

- » The dauphin was next in line to be the ruler of France.

What does *incredibly* mean?

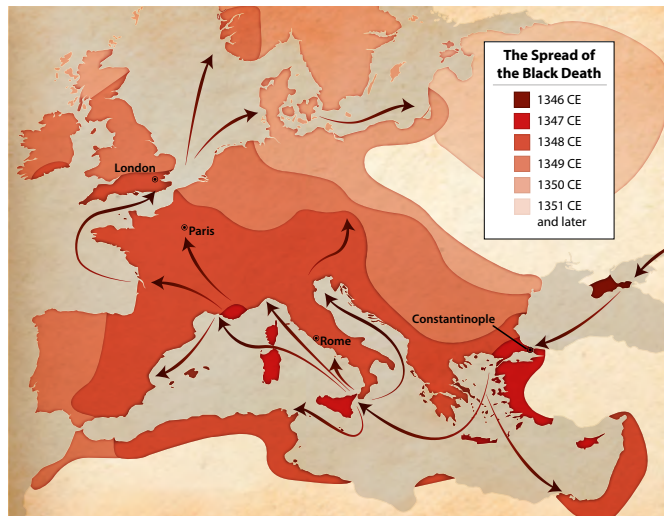
- » The word *incredibly* means “in an amazing way.” It was amazing that a young peasant girl was given permission to speak with someone in such a powerful position.

What is the meaning of the word *heretic*?

- » You read the word *heretic* in an earlier chapter. It means someone who disagrees with the teachings of the Church.

## The Black Death

Some historians have concluded that traders who had been trading in the Middle East brought the plague to Europe. This first outbreak in the 600s was the most terrible of all. It is estimated that at least one-third of the population of Europe died during this outbreak. The plague existed throughout much of Europe, but it arrived in England in 1348 CE. This terrible disease created a sense of terror. It spread throughout England and eventually made its way into Wales, Scotland, and Ireland. Carried by infected fleas that lived on rodents, it spread quickly through the dirty towns and cities. It affected every level of society. Nobles as well as serfs were struck down by this terrible disease. The plague returned at least eight times in the 1300s, and another 14 times in the 1400s.

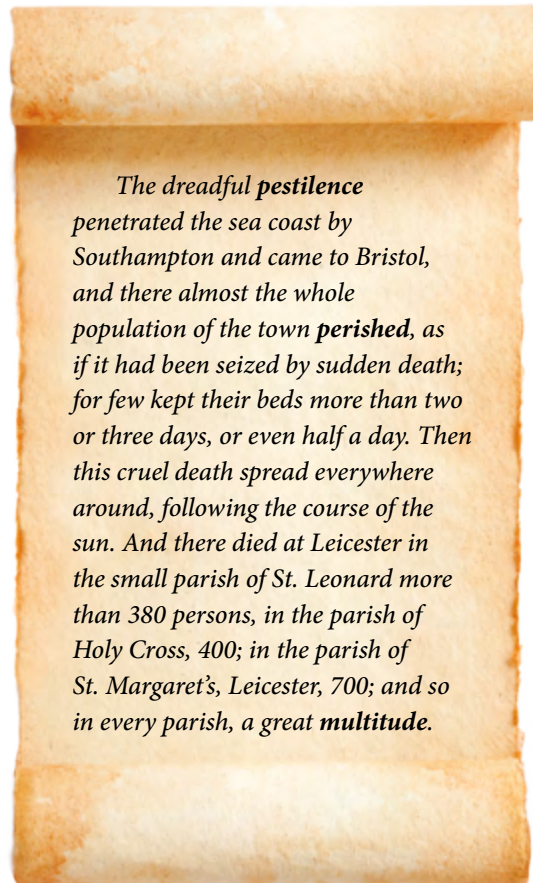


Spread of the Black Death

82

- Have students read the text on pages 82 and 83.

The following account of the plague was written down by a man named Henry Knighton. Henry Knighton was a canon, or member of the church, in Leicester, England. This is what he said in 1348 CE:



*The dreadful **pestilence** penetrated the sea coast by Southampton and came to Bristol, and there almost the whole population of the town **perished**, as if it had been seized by sudden death; for few kept their beds more than two or three days, or even half a day. Then this cruel death spread everywhere around, following the course of the sun. And there died at Leicester in the small parish of St. Leonard more than 380 persons, in the parish of Holy Cross, 400; in the parish of St. Margaret's, Leicester, 700; and so in every parish, a great **multitude**.*

83

What does *one-third* mean?

- » *One-third* means that about one out of every three people in Europe died during the first outbreak of the plague.

**Inferential.** Why would the spread of the plague have caused terror in Europe during this time?

- » It affected people of all classes, it spread quickly, and it caused many deaths.



- The text in the scroll is a primary source document. A primary source is one that was created during the time period being studied. A primary source is something written or created by someone who had firsthand, or personal, experience with the event or time period being described.
- **Inferential.** Why are primary source documents such as this scroll important?
  - » Historians can read them to determine what happened in the past.
- **Inferential.** Why is Chapter 9 of the Reader a secondary source?
  - » It was written by someone who was not involved in the actual events and who looked in various sources for the information. **TEKS 4.13.D**
- **Inferential.** What does the word *perished* mean in this context?
  - » “died”
- **Inferential.** Did the author of this primary source document, Henry Knighton, believe the number of people who died from the plague was small or large? How do you know?
  - » He believed the number was large because he used the word *multitude* to describe the number who perished.

### All Kinds of Changes

People fought wars differently by the end of the Middle Ages than they had earlier. Cannons and firearms changed what happened on the battlefields of Europe. Skilled archers and mounted knights were no match for such devastating weapons. The machinery of war was changing and becoming even more deadly.



Cannons used during the siege of Orléans

84

- Have students read pages 84 and 85.

Another significant occurrence in the Middle Ages was the growth of towns and cities. This development transformed European society. As more and more people moved from the countryside to seek employment elsewhere, the lord's role changed. Over time, townspeople were no longer subject to his authority. The ties of feudalism began to **unravel**.

In addition, exploration and trade opened people's eyes to other places, ideas, and cultures. The invention of the compass and a navigational tool called the astrolabe enabled sailors to embark on even more daring voyages.



An astrolabe from the 1400s



Printing press from 1498 CE

The invention of the printing press in 1450 CE, without a doubt, transformed European society. The ability to produce books, pamphlets, and newspapers helped to spread knowledge and new ideas. Books, once a luxury, gradually became more affordable. The desire and need to know how to read and write grew among different social groups.

**Literal.** How did fighting in wars change during the Middle Ages?

- » Cannons and firearms made war even more deadly than skilled archers and mounted knights.

**Literal.** What were some other changes that took place during the Middle Ages?

- » Growth of towns. Feudal ties unraveled. The invention of better navigational tools made travel easier and safer. The printing press helped spread knowledge more quickly.

- As time permits, have students conduct research, independently or in small groups, to answer the questions in Medieval Musings.
- Remind students to search for the hidden letter in the stained-glass window at the end of each chapter. Record letters on Activity Page 2.3, and rearrange the letters to form a word relating to the Middle Ages.



Reading for  
Information  
Reading/Viewing Closely

**Beginning**

Identify a small group to read with the teacher and complete the graphic organizer on Activity Page 14.2 together.

**Intermediate**

Have students work with a partner who can support them as they complete the Activity Page 14.2.

**Advanced/Advanced High**

Provide students with page numbers to reference the text when completing Activity Page 14.2.

**ELPS 4.F**

**LESSON WRAP-UP (10 MIN.)**

**Note:** The Wrap-Up Activity relates to The Big Question for the chapter.

- Use the following question to discuss the chapter:

**Inferential.** Reflect on what you learned about Joan of Arc. What made her such an important figure in the Hundred Years' War?

- » Answers may vary, but should include information from the text. Responses may include: she was female, which made her an unlikely soldier; she claimed to hear voices that told her to fight the English; she had significant victories, such as the one at Orleans; her contributions helped lead France to victory.
- Tell students they have learned a lot about the Middle Ages and that they will summarize what they have learned. They should think about why these people, events, and ideas are important.
- Have students turn to Activity Page 14.2 and examine the chart. Note that the left column lists different things students learned about that were important in the Middle Ages. The right column is blank and students will record the impact of each event or development.
- Display the enlarged version of Activity Page 14.2. Complete each event or development one at a time, calling on a student to read it and then discuss what they have learned about the impact of this event or development. Record student answers on the enlarged version of the chart as students write their answers on Activity Page 14.2. Use the following chart as a guide to help students complete the chart.

**Note:** Students in Small Group 2 may have already recorded answers on Activity Page 14.2. Ask them to double-check their answers compared to the answers you discuss as a whole group. Ask these students to revise and correct their answers as needed.

| Middle Ages Event or Development     | One Impact of Event or Development                                                                       |
|--------------------------------------|----------------------------------------------------------------------------------------------------------|
| feudal system                        | <i>uneven distribution of power and wealth</i>                                                           |
| knights and castles                  | <i>protection for some during a violent time</i>                                                         |
| growth of towns and the middle class | <i>many changes to the feudal system—power and wealth</i>                                                |
| Battle of Hastings                   | <i>languages brought by Normans mixed with Old English, eventually leading to English we speak today</i> |
| Magna Carta                          | <i>ideas used by modern democracies, like the United States</i>                                          |
| weapons                              | <i>changed how wars were fought</i>                                                                      |
| inventions                           | <i>led to discovery, new knowledge</i>                                                                   |

- After completing the chart, have students work independently to answer the last question on Activity Page 14.2.
- Have students take home Activity Page 14.6 to read aloud to a family member.

### WORD WORK: *INDEED* (5 MIN.)

1. In the chapter, you read, “Although this was indeed a great victory for the English, France won the war in the end.”
2. Say the word *indeed* with me.
3. *Indeed* means “without any question.”
4. I stepped outside and found that the afternoon was indeed sunny and warm.
5. Think of something you are certain is true. Try to use the word *indeed* when you talk about it.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences.
6. What part of speech is the word *indeed*?
  - » adverb
  - Use a Synonyms activity for follow-up.
  - Ask, “What are some synonyms of, or words that have a similar meaning to, *indeed*?”
    - Prompt students to think of words such as *certainly*, *really*, and *definitely*. With your partner, create sentences using the synonyms you stated.

**ENGLISH  
LANGUAGE  
LEARNERS**



Writing  
Using Verbs and Verb  
Phrases/Using Nouns  
and Noun Phrases

**Beginning**

Work with the small group that you identified in advance to complete Activity Page 14.3.

**Intermediate**

Have students work with a partner who can support them as they complete Activity Page 14.3.

**Advanced/Advanced High**

Provide students with explanations and examples of each part of speech that you prepared in advance as a reference.

**ELPS 5.D**

Activity Page 14.3



Lesson 14: A Changing World

# Language



**GRAMMAR (15 MIN.)**

**Primary Focus:** Students will identify parts of speech, subjects, and predicates in sentences. **TEKS 4.11.D.i; TEKS 4.11.D.iii; TEKS 4.11.D.iv; TEKS 4.11.D.v**

- Review the definition of *noun* (both common and proper), *verb* (both action and linking), *adverb*, and *adjective* using the Subjects and Predicates Poster.
- Review the two parts of a sentence (subject and predicate). The subject describes who or what the sentence is about. The predicate tells what the subject is doing, did, or will do. Note that a verb often begins the predicate.
- Refer to the sentences you prepared in advance:
  - King John taxed nobles and wealthy merchants heavily.
  - The plague spread quickly through dirty towns and cities.
- Students should direct you to draw a vertical line between the subject and predicate and write abbreviations above adverbs and adjectives (*adj.* for *adjectives* and *adv.* for *adverbs*). Draw a squiggly line under each verb and underline nouns. Have students identify which arrows you should add from adjectives to nouns and from adverbs to verbs.
  - King John | taxed nobles and wealthy merchants heavily.
  - The plague | spread quickly through dirty towns and cities.
- Have students turn to Activity Page 14.3 and complete it independently.

**TEKS 4.11.D** Edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree.

## MORPHOLOGY (15 MIN.)

**Primary Focus:** Students will select the correct word with the root *arch* to best complete a given sentence. **TEKS 4.3.C**

- You may wish to review Activity Page 11.3 if you have not already done so.
- Give students two word choices, each of which features the root *arch*. Then read a statement. Students will decide which word the statement demonstrates.
  - *Archrival* or *anarchy*? Every seat in the football stadium was filled because fans of each team wanted their team to win so badly. (*archrival*)
  - *Matriarch* or *patriarch*? The princess became queen of all the land. (*matriarch*)
  - *Anarchy* or *archbishop*? Henry II appointed Thomas Becket to be the most powerful Church leader in England because he thought Thomas would support all of his decisions. (*archbishop*)
  - *Matriarch* or *monarchy*? The king had to act quickly to decide whether or not to send his country to war. (*monarchy*)
- Have students complete Activity Page 14.4 independently.

## SPELLING (15 MIN.)

**Primary Focus:** Students will gain additional practice spelling targeted words and using them in sentences to demonstrate understanding. **TEKS 4.2.B.v**

- Tell students they will practice writing the spelling words.
- Have students turn to Activity Page 14.5, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from the first lesson.
- Have students read sentence number one silently and fill in the blank. After students complete number one, call on one student to read the sentence aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to ensure students understand why it is correct.
- Have students check their spelling with the word bank at the top of the activity page. They should make corrections if needed and then turn their page over.

**TEKS 4.3.C** Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, meter; **TEKS 4.2.B.v** Demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes.

### Activity Page 11.3



### Activity Page 14.4



### Activity Page 14.5





- Have students say, spell, and say the word again with you without looking at their paper. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.
- Students should turn the page over and repeat the steps for the remaining items.
- Complete the “say, spell, say the word again” step for the unused words: *nonverbal, unsettle, nonfiction, nonstop, unusual, nonissue, and nonsense.*
- Then, students may work independently to write their own sentences.
- Remind students to study the spelling words for the spelling assessment in the next lesson.

~~~~~End Lesson~~~~~

Lesson 14: A Changing World

Take-Home Material

READING

- Have students take home Activity Page 14.6 to read aloud to a family member.

Activity Page 14.6



15

End-of-Unit
Assessment

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--------------------------------------|----------|---------|---|
| Spelling Assessment (15 min.) | | | |
| Assessment | | 15 min. | <input type="checkbox"/> Activity Page 15.1 |
| Unit Assessment (75 min.) | | | |
| Unit Assessment | | 75 min. | <input type="checkbox"/> Student Assessment
<input type="checkbox"/> Activity Pages 15.2 |
| Optional Fluency Assessment | | | <input type="checkbox"/> Student Assessment |

ADVANCE PREPARATION

Spelling Assessment

- Erase or cover the list of spelling words prior to the assessment.

Fluency (*optional*)

- Determine how many students will be assessed for fluency, and make that number of copies of the Recording Copy of “Kings and Queens” and the Fluency Scoring Sheet.
- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

Start Lesson

Lesson 15: End-of-Unit Assessment

Spelling Assessment



ASSESSMENT (15 MIN.)

- Have students turn to Activity Page 15.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

Activity Page 15.1



| | |
|-----------------|--|
| 1. nonfiction | This book about the president is all true, which makes it <u>nonfiction</u> . |
| 2. entrust | Mom said she will <u>entrust</u> me with taking care of our new dog. |
| 3. unlikely | It's <u>unlikely</u> that we will go for a walk, because it's supposed to rain all day. |
| 4. nonsense | Wearing a wool coat and hat on a hot, humid day is <u>nonsense</u> . |
| 5. enjoy | I would <u>enjoy</u> chocolate cake because it is my favorite. |
| 6. unsuccessful | The boy was <u>unsuccessful</u> when he tried to walk on the balance beam and fell off. |
| 7. unsettle | It will <u>unsettle</u> the hungry people if you tell them the food is running out. |
| 8. nonstop | She talked <u>nonstop</u> for the entire trip. |
| 9. unable | He had never been on a horse before and was <u>unable</u> to come along on the ride. |
| 10. unusual | I could not tell which animal was making the <u>unusual</u> sound coming from the barn. |
| 11. ensure | Take the gift to her yourself to <u>ensure</u> she gets it by tomorrow. |
| 12. nonissue | I just need a shirt that fits; the color is a <u>nonissue</u> . |
| 13. nonverbal | The collection of illustrations was a <u>nonverbal</u> way to tell the story. |
| 14. enclose | Let's <u>enclose</u> the yard with a fence so the dog doesn't run away. |
| 15. unrest | There was <u>unrest</u> among the students because the teacher said there would be no recess that day. |

- After reading all of the words, review the list slowly, reading each word once more.
- Collect all spelling assessments to grade later. Use of the template provided at the end of this lesson is highly recommended to identify and analyze students' errors.

Lesson 15: End-of-Unit Assessment

Unit Assessment



UNIT ASSESSMENT (75 MIN.)

- Make sure each student has a copy of Activity Page 15.2. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections and answer questions about each. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informational text that describes early types of castles in England and France. The second selection is a literary text told from the point of view of a boy serf.

These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 4. The texts feature core content and domain vocabulary from the *Middle Ages* unit that students can draw on to comprehend the text.

Optional Fluency Assessment

- You may wish to assess students' fluency in reading using the selection "Kings and Queens."

Administration Instructions

- Turn to the student copy of "Kings and Queens" that follows these directions. This is the text students will read aloud. Turn to this copy each time you administer this assessment.
 - Call the student you will assess to come sit near you.
 - Explain that you are going to ask him or her to read a selection aloud and that you are going to take some notes as he or she reads. Also, explain that he or she should not rush but rather read at his or her regular pace.
 - Read the title of the selection aloud for the student, as the title is not part of the assessment.

Activity Page 15.2



- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy using the following guidelines:

| | |
|-------------------------------|---|
| Words Read Correctly | No mark is required. |
| Omissions | Draw a long dash above the word omitted. |
| Insertions | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| Words Read Incorrectly | Write an "X" above the word. |
| Substitutions | Write the substitution above the word. |
| Self-Corrected Errors | Replace original error mark with an "SC." |
| Teacher-Supplied Words | Write a "T" above the word (counts as an error). |

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:
 1. **Literal.** What are two examples of royal things a king or queen might own?
 - » royal clothing or robes, a royal cup
 2. **Literal.** Who was permitted to use royal things?
 - » the king and queen and other members of the royal family
 3. **Inferential.** Name one benefit or advantage of being a king or queen.
 - » having the best of everything, best house, clothing, or food; being able to make the rules or laws
 4. **Inferential.** Name one difficulty or disadvantage of being a king or queen.
 - » People asked kings and queens for money, advice or information; kings and queens had big jobs and had to make important decisions.
- Repeat this process with additional students as needed. Scoring can be done later, provided you have kept running records and marked the last word students read after one minute has elapsed.

- It may be helpful to refer back to the Pronunciation/Syllabication Chart.

| Word | CK Code | Syllabication |
|--------------|------------------|-----------------------|
| enclose | /en*kloez/ | closed*digraph |
| entrust | /en*trust/ | closed*closed |
| enjoy | /en*joi/ | closed*digraph |
| ensure | /en*sher/ | closed*r-controlled |
| nonfiction | /non*fik*shən/ | closed*closed*ə |
| nonissue | /non*ish*ue/ | closed*closed*digraph |
| nonsense | /non*sens/ | closed*closed |
| nonstop | /non*stop/ | closed*closed |
| nonverbal | /non*ver*bəl/ | closed*r-controlled*ə |
| unable | /un*ae*bəl/ | closed*open*ə |
| unlikely | /un*liek*lee/ | closed*digraph*open |
| unrest | /un*rest/ | closed*closed |
| unsettle | /un*set*əl/ | closed*closed*ə |
| unsuccessful | /un*suk*ses*fəl/ | closed*closed*closed* |
| unusual | /un*ue*zhoo*əl/ | closed*open*open*ə |

- Students may make the following errors:
 - nonfiction: using 'k' for /k/; using 'shun' for 'tion'
 - entrust: using 'in' for /en/
 - unlikely: using 'i' for /ie/; using 'lee' for /lee/
 - enjoy: using 'in' for /en/; using 'oi' for /oi/
 - unsuccessful: using 'c' or 'k' for /k/
 - unusual: using 'zh' for /zh/
 - ensure: using 'in' for /en/
 - enclose: using 'in' for /en/; using 'o' for 'o_e'; using 'z' for 's'
 - nonverbal, unable, unsettle, unusual: using 'u' or another spelling for /ə/.

- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to record the errors students make in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllable words but not single-syllable words?

Unit Assessment Analysis

Quantitative and Qualitative Analysis of the Text

The texts used in the reading comprehension assessment, “Early Castles in England and France” (informational text) and “Harry’s Life” (literary text), have been profiled for text complexity using standard qualitative and quantitative measures.

Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales

Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

| Item | Correct Answer(s) | | Standards |
|-----------------|--|---------------------------------|---|
| 1 Inferential | Answers may vary, but should include that castles were for protection, and William the Conqueror’s soldiers needed protection in rebellious regions where people did not like William the Conqueror or his soldiers being in charge. | | TEKS 4.6.F;
TEKS 4.6.G;
TEKS 4.7.F |
| 2–5 Inferential | Motte and Bailey Castle | Stone Castle | TEKS 4.6.F;
TEKS 4.6.G;
TEKS 4.7.F |
| 2 | wood | stone | |
| 3 | wooden steps or a ramp | drawbridge | |
| 4 | high wooden wall, two ditches | several outer stone walls, moat | |
| 5 | for protection, defense | for protection, defense | |
| 6 Evaluative | Answers may vary, but should include information about the same feature in both types of castles. | | TEKS 4.6.G;
TEKS 4.7.F |

| | | | |
|----------------------|--|-----------------------------|------------------------------------|
| 7 Literal | B | | TEKS 4.6.G |
| 8 Inferential | C | | TEKS 4.3.B |
| 9 Part A Inferential | Answers may vary, but should include that the sun poured through the colorful stained-glass windows, meaning the light appeared in the church in the colors of the glass. | | TEKS 4.10.D |
| 9 Part B Evaluative | B | | TEKS 4.6.F;
TEKS 4.7.C; |
| 10 Inferential | C | | TEKS 4.6.F;
TEKS 4.7.C |
| 11 Literal | work for Lord Percy | chores for the family | TEKS 4.7.C |
| | planting his crops | tending crops | |
| | tending his crops | feeding livestock | |
| | taking care of his livestock | gathering wood for the fire | |
| | | weaving, sewing, baking | |
| | | learning carpentry skills | |
| | | looking after the garden | |
| 12 Evaluative | Answers may vary. The similarities are tending crops and taking care of livestock. The differences are that for the family, they also gather wood for the fire, weave, sew, bake, learn carpentry skills, and look after the garden. | | TEKS 4.7.B |
| 13 Inferential | D | | TEKS 4.6.F;
TEKS 4.7.C |

Writing Prompt Scoring

14. The writing prompt addresses **TEKS 4.11.D.i; TEKS 4.11.D.ix–xi; TEKS 4.12.C**

| Score | 4 | 3 | 2 | 1 |
|----------|--|--|---|--|
| Criteria | <p>Opinion is clearly stated.</p> <p>Detail sentences support opinion with information from the text.</p> <p>Paragraph concludes by restating the opinion.</p> <p>Correct capitalization and punctuation are evident throughout.</p> | <p>Opinion is clearly stated.</p> <p>Detail sentences partially support the opinion.</p> <p>Some information from the text is included.</p> <p>Paragraph concludes but may not restate the opinion.</p> <p>Correct capitalization and punctuation are used in most places.</p> | <p>Opinion is not clearly stated.</p> <p>Only one detail sentence supports the opinion.</p> <p>Little information from the text is included.</p> <p>There is no conclusion to the paragraph.</p> <p>Capitalization and punctuation are not attended to.</p> | <p>Opinion is not clearly stated.</p> <p>There are no detail sentences to support the opinion.</p> <p>Information from the text is missing.</p> <p>There is no conclusion to the paragraph.</p> <p>Capitalization and punctuation are not attended to.</p> |

Grammar and Morphology Answer Key

15. Nouns: *merchants, jobs, residents*. Adjectives: *new, new, town*.
16. Nouns: *Church, role, lives, people*. Adjectives: *Christian, important, many*.
17. Answers may vary, but must include *gathered* and *quickly*.
18. Answers may vary, but must include *speak* and *quietly*.
19. Subject: *English soldiers*. Predicate: *faced a well-equipped Norman army*.
20. Subject: *Magna Carta*. Predicate: *stated that the king must consult with others if he wanted to make new laws or raise taxes*.
21. Part A: A. Part B: D.
22. *Nonverbal*.
23. B.
24. Answers may vary, but must use the word *endangered* and demonstrate the word's meaning.
25. Part A: C. Part B: C.



The following is the text students will read for the Optional Fluency Assessment, titled “Kings and Queens.” Turn to this copy of the selection each time you administer this assessment.

You will also find a Recording Copy of the text for doing a running record of oral reading for each student you assess. There is also a Fluency Scoring Sheet. Make as many copies of the Recording Copy and the Fluency Scoring Sheet as you need, having one for each student you assess.

Recording Copy

“Kings and Queens”

| | |
|---|-----|
| Kings and queens were the most important and powerful people | 10 |
| in their kingdoms. They had the best of everything. They had the best | 23 |
| houses, the best clothing, and the best food. Kings did not have to say | 37 |
| “please” and “thank you.” They didn’t even have to dress themselves. | 48 |
| Pretty much everything kings and queens used, touched, or owned was | 59 |
| royal. The soft, fluffy robes a king wore were the royal robes. The cup | 73 |
| he drank from was called the royal cup. And if it was royal, that meant | 88 |
| that only someone in the royal family was allowed to use it. | 100 |
| A few hundred years ago, it might have been nice to be a king or | 115 |
| queen ruling your own kingdom. You would have made all the rules | 127 |
| and laws that people had to follow. However, being a king or a queen | 141 |
| would have also been very difficult at times. Kings and queens had | 153 |
| big jobs to do. For example, every day, people came to ask the kings | 167 |
| and queens for money. People also came to ask the kings and queens | 180 |
| for advice, or information. Kings and queens had to make important | 191 |
| decisions about things that were happening in the kingdom. | 200 |

Word Count: 200

Student Name _____ Date _____

Fluency Scoring Sheet

Words Read in One Minute

Uncorrected Mistakes in One Minute

Words Correct Per Minute (W.C.P.M.)

| W.C.P.M. | National Percentiles for Fall, Grade 4 |
|---------------------------|--|
| 145 | 90th |
| 119 | 75th |
| 94 | 50th |
| 68 | 25th |
| 45 | 10th |
| Comprehension Total ___/5 | |

Guidelines for Fluency Assessment Scoring

To calculate a student's W.C.P.M. score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. Count *Words Read in One Minute*. This is the total number of words the student read or attempted to read in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled "Words Read in One Minute."
2. Count the *Uncorrected Mistakes in One Minute*. You noted these on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled "Uncorrected Mistakes in One Minute" on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. Subtract *Uncorrected Mistakes in One Minute* from *Words Read in One Minute* to get *Words Correct*. Write the number in the box labeled "W.C.P.M." Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 4 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 4, and a student scored 84 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms for Grade 4 from Hasbrouck and Tindal (2006)

| Percentile | Fall W.C.P.M. | Winter W.C.P.M. | Spring W.C.P.M. |
|------------|---------------|-----------------|-----------------|
| 90 | 145 | 166 | 180 |
| 75 | 119 | 139 | 152 |
| 50 | 94 | 112 | 123 |
| 25 | 68 | 87 | 98 |
| 10 | 45 | 61 | 72 |

Reference

Hasbrouck, Jan and Gerald A. Tindal. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

Pausing Point

CONTENT ASSESSMENT

Use the first day of the two-day Pausing Point to administer PP.1, the assessment of content knowledge acquired during the first fifteen lessons of the unit. Ensure that each student has a copy of Activity Page PP.1. You may have collected this activity page from students at the beginning of the unit.

- Allow students as much time as they need to complete the assessment during the first Pausing Point day. In most cases, this assessment will take approximately 30 to 45 minutes.
- Tell students to read and answer the questions about what they have learned about the Middle Ages. Encourage students to do their best and review their work once they have finished.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.

Content Assessment Answer Key

1. Part A: B; Part B: C
2. manor
3. manor
4. medieval town
5. manor
6. medieval town
7. A
8. D
9. C
10. Part A: D; Part B: D
11. C

12. 3, 1, 4, 2
13. D
14. C
15. D
16. c
17. h
18. g
19. e
20. f
21. a
22. b
23. d
24. A, D
25. C

PAUSING POINT FOR DIFFERENTIATING INSTRUCTION

- Use the following Remediation and Enrichment suggestions, as well as PP.2-PP.7, to plan activities for the remainder of the two-day Pausing Point.

Remediation

For a detailed description of remediation strategies, which address lagging skills in reading comprehension, fluency, language, and writing, refer to the Program Guide.

Writing

- Use time during the Pausing Point to return Activity Page 13.2, the persuasive paragraph that each student completed for homework several days ago, along with the completed Persuasive Paragraph Rubric and Editing Checklist to all students. Meet briefly with individual students to discuss areas in which improvement is needed.
- You may wish to suggest that students needing more practice write a new persuasive paragraph, choosing a different category from Activity Page 8.1

than the one they wrote about in Activity Page 13.2. Provide additional structure and guidance for students, making copies of both the Persuasive Paragraph Rubric and Editing Checklist available (see the Teacher Resources), as well as conducting over-the-shoulder conferences as students write.

Enrichment

If students have mastered the content and skills of the first fifteen lessons of the unit, their experience with the domain concepts may be enriched by the following activities:

- Students may read the enrichment selections contained in the Reader. Each selection contains an excerpt from Chaucer’s *The Canterbury Tales*, both in the original Middle English and in modern English. Students will enjoy reading part of the introduction to *The Canterbury Tales* as well as part of “The Knight’s Tale.” The Activity Book contains activity pages (E1.1 and E1.2) that students can complete as they read these selections.
- If students did not have time to complete all of the Medieval Musings in the Reader, they may complete their research, using both Internet resources and books.
- Students may respond to any of the following writing prompts, conducting independent research necessary to support their response:
 - Robin Hood was considered by many English people to be a hero because ____.
 - Chartres Cathedral in France is a good example of medieval architecture because ____.
 - If I lived in Europe during the Middle Ages, I would have preferred to have lived in a town/on a manor because ____.
 - If I lived in Europe during the Middle Ages and attended a jousting match, I would have seen ____.
- Students may share, either with a small group or with the class, the writing they generated in this unit or in response to the writing prompts in this Enrichment section.

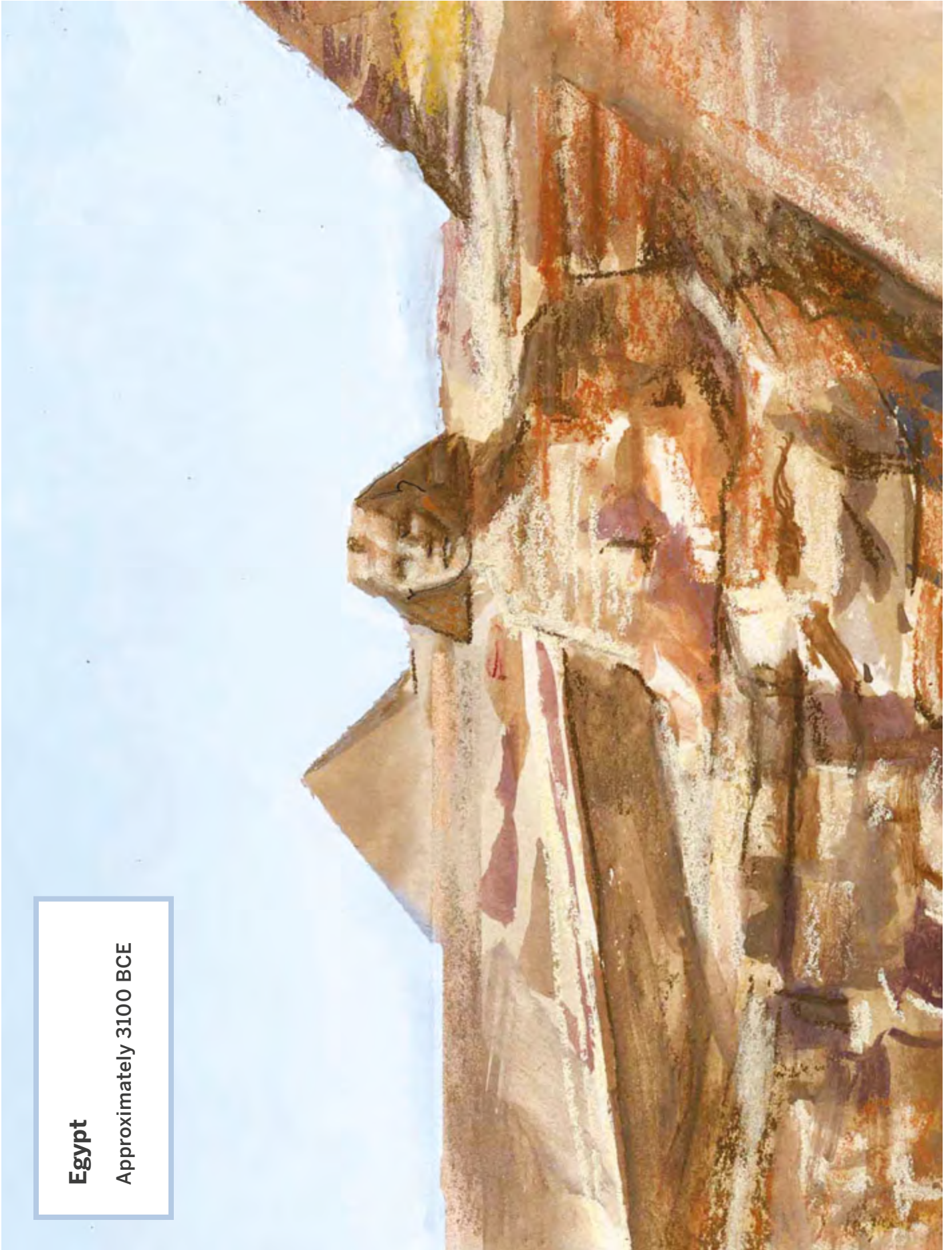
Teacher Resources

In this section, you will find:

- Timeline Cards
- Glossary for *Empires in the Middle Ages*
- Informative Paragraph Rubric
- Persuasive Paragraph Rubric
- Editing Checklist
- Medieval Musings Answer Key
- Resources for the Enrichment Selections in *Empires in the Middle Ages, Part 1*
- Activity Book Answer Key

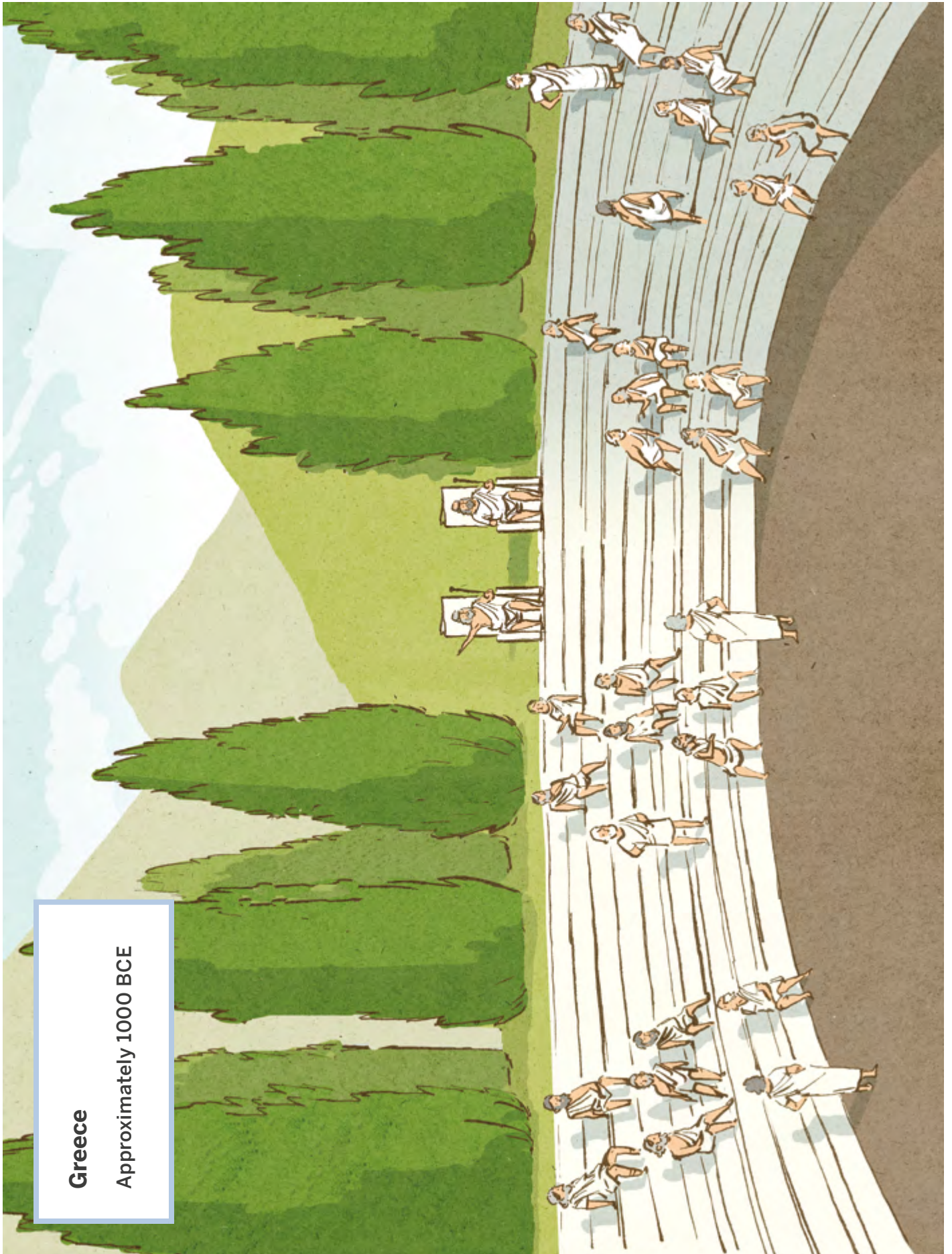
Egypt

Approximately 3100 BCE



Greece

Approximately 1000 BCE



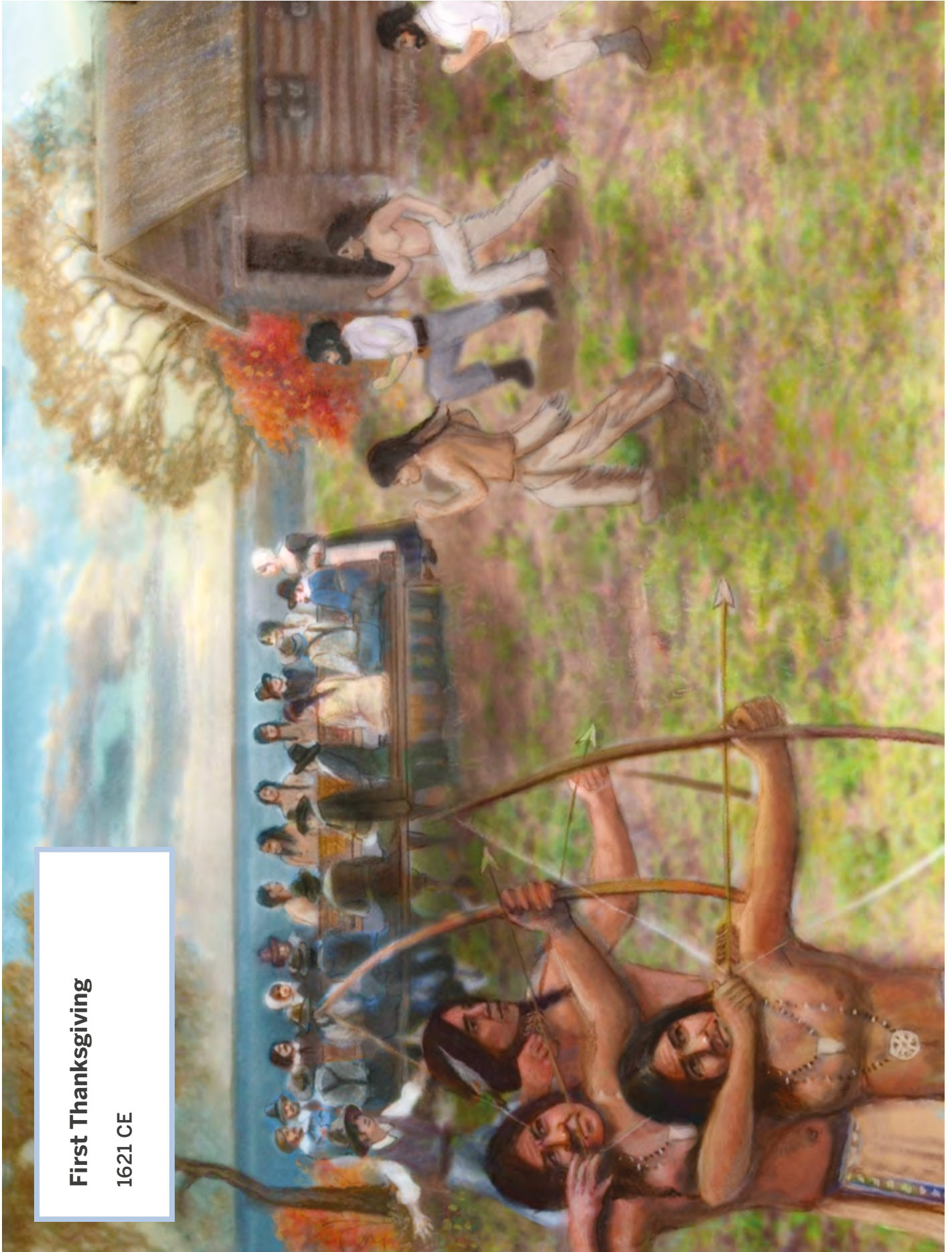
Rome

Approximately 750 BCE



First Thanksgiving

1621 CE



Glossary

A

abscesses, n. inflammations caused by bacteria

access, v. approach; use

acknowledge, v. accept; recognize

acquire, v. to get (**acquired**)

advise, v. to give a suggestion about how something should be done

agitated, adj. upset

air, n. appearance

algebra, n. a branch of mathematics

alternately, adv. switching regularly and repeatedly

ambiguity, n. uncertainty of meaning or intention

ancestral, adj. related to a person's relatives from long ago

anchored, adj. strongly connected

appoint, v. to choose someone to do a specific job (**appointed**)

apprentice, n. a person who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay (**apprenticeship**)

arbiter, n. a person with the authority to settle disputes

arcades, n. covered passageways

arches, n. openings or gateways that are curved on top (**arch**)

architectural, adj. relating to the design and construction of buildings (**architecture**)

arid, adj. very dry

armor, n. a protective covering often made of metal used to keep a person safe from injury during battle (**armored**)

arrogance, n. showing extreme pride or self-importance

ascended, v. rose; went upward

aspiring, adj. hoping to be or become something

assassinated, v. killed on purpose

assassination, n. the act of killing a well-known or important person

astronomy, n. the study of stars and planets

authority, n. a source of information that people believe is correct

avenge, v. to get revenge

awe, n. a feeling of being very impressed

B

ballad, n. a simple song, usually telling a story (**ballads**)

barracks, n. housing for soldiers

bathhouses, n. buildings for bathing

bear, v. to carry or include (**bears**)

Bedouins, n. Arabic people who live in the desert

beset, v. attacked; surrounded

bewildered, adj. confused

blasphemy, n. words or actions that are offensive to a religion

bleaching, v. making white by exposing to the sun or a chemical

bleak, adj. hopeless; depressing

blow, n. a sudden attack

brocade, n. a cloth woven with an elaborate design

bustling, v. hurrying; moving fast and with purpose

C

- caliph, n.** an Islamic spiritual and religious leader claiming succession from Muhammad
- campaign, n.** multiple military actions
- canon, n.** a collection of rules and knowledge
- caravans, n.** groups of merchants traveling together
- cavalry, n.** soldiers riding horses
- chivalry, n.** a code of honor often connected to European knights of the Middle Ages
- chance, n.** luck
- coarse, adj.** rough (**n. coarseness, adj. coarsest**)
- coat of mail, n.** armor, chainmail
- commission, v.** to request or order something be made or done (**commissioned**)
- communal, adj.** shared by a community
- compiled, v.** put different texts together into a book
- comrades, n.** friends
- conquests, n.** when things or places are acquired through force
- consensus, n.** agreement between different people or groups
- consult, v.** to ask someone for advice or information
- controversial, adj.** open to dispute
- countless, adj.** too many to count
- courier, n.** messenger
- courtyards, n.** yards open to the sky but enclosed on the sides
- crude, adj.** impolite
- culprit, n.** someone guilty of a crime
- cultivate, v.** develop
- cunning, adj.** clever; sneaky
- curfew, n.** an order or a law requiring people to be in their homes at a certain time, usually at night

D

- departed, adj.** dead
- descended, v.** to have had a specific family or person among one's ancestors
- destined, adj.** certain to become something or do something
- determination, n.** a quality that makes you keep trying to do something difficult
- devastated, v.** caused great destruction to
- devote, v.** to give time or attention to something (**devoted**)
- devout, adj.** extremely religious
- dialect, n.** a form of a language spoken in a particular area, including unique words and pronunciations (**dialects**)
- dirk, n.** a long knife
- discontented, adj.** unhappy; not satisfied
- discord, n.** disagreement
- dismissed, v.** fired, as from a job
- distinctive, adj.** different; unique
- distress, n.** pain or sorrow
- diverse, adj.** including many kinds
- domestication, n.** the process of training animals to live with, or work for, people
- dominated, n.** ruled
- drab, adj.** boring
- draw, v.** to take something out of a container, pocket, or safe place (**drew**)
- duels, n.** combat between two people that is planned in advance

E

- elaborate, adj.** fancy and detailed
- elite, adj.** the choice or best of anything
- emblem, n.** an image representing something

emerge, v. to become known or come into existence (**emerged**)

emerged, n. developed

empire, n. a group of countries or regions controlled by one ruler or one government (**emperor**)

enclose, v. to surround; close in (**enclosed**)

encounter, n. an unexpected and difficult meeting (**encounters**)

esteemed, adj. highly regarded; admired

expanse, n. a vast space

exploited, v. used selfishly

exquisite, adj. extremely beautiful

F

fast, v. to eat little or no food (**fasting**)

figurehead, n. a person who holds the title of head of a group but has no real power

finance, v. provide money for

flaunting, v. showing off

flogged, v. whipped

flourished, v. was successful and widespread

folktales, n. traditional stories that came back from a particular group or culture

formidable, adj. powerful

foundation, n. basis

fractured, adj. broken; split

fray, n. battle

foe, n. enemy

fuel, v. to give strength to or cause something to happen (**fueled**)

G

garrison town, n. a town that is protected, perhaps by a wall

geometric, adj. patterned with shapes

graceful, adj. beautiful; elegant

grudgingly, adv. in a way that shows reluctance

H

havoc, n. confusion

hobbling, v. walking slowly, with a limp

hostelry, n. inn or hotel

humble, adj. not thinking you are better than others; modest; not extravagant

humiliated, v. caused a person or people to lose their dignity or self-respect

humiliation, n. a feeling of embarrassment and shame

hustle and bustle, n. a great deal of activity and noise

hygiene, n. clean conditions that promote health

I

idols, n. a statue or image worshipped as a god or as the representation of a god

imposing, adj. impressive

inauspicious, adj. not suggesting future success

incorporated, v. combined into

indeed, adv. without any question

inevitable, adj. will happen and can't be stopped

infamous, adj. well-known for being bad

infantrymen, n. soldiers who fight on foot

infinite, adj. going on forever

influential, adj. having power to change or affect important things or people

innocent, adj. not guilty of a crime or other bad act (**innocence**)

inscribed, v. engraved

inspired, v. produced a feeling or thought in someone

integrity, n. honesty

intensively, adv. with great effort

interior, n. the inside of something

interlocked, v. connected

intertwined, v. connected

J

jockeying, v. competing for

jostling, v. bumping and pushing in a rough way

L

lady, n. a female member of the nobility

lavish, adj. fancy and expensive

lazing, v. relaxing

long-swords, n. types of swords designed for two-handed use

loot, v. to steal things by force, often after a war or destruction (**looted**)

lord, n. a man in the upper class who ruled over a large area of land

loyal, adj. showing complete faithfulness and support (**loyalty**)

M

maneuver, n. a planned movement of troops

manuscripts, n. books or documents

martyrdom, n. death or suffering for the sake of a cause or belief

mass, adj. widespread, or affecting many people

massacre, n. the killing of a large number of people

masterpieces, n. great works of art (masterpiece)

medieval, adj. of or relating to the Middle Ages

melody, n. song

merchant, n. someone who buys and sells things; the owner of a store (**merchants**)

mercilessly, adv. done with cruelty or harshness

mighty, adj. having great size or strength

milestones, n. stones marking the distance to some place

millet, n. a type of grain

modifications, n. changes

monotheistic, adj. believing in a single god

mosque, n. a place where Muslims worship

multitude, n. a large number of things or people

N

native, adj. relating to the place of one's birth

negotiation, n. a conversation between people trying to reach an agreement (**negotiations**)

nepotistic, adj. granting special favors to relatives and friends

nevertheless, adv. in spite of what was just said, however

nobleman, n. a member of the highest social class (**noblemen**)

nominated, v. appointed

O

obliged, v. did a favor

offense, n. insult

opposition, n. a group of people who are against something

oral, adj. related to speaking or voice

outwitted, v. outsmarted

overwhelmed, v. felt unable to handle a situation

P

pageboys, n. young messengers

papacy, n. the office or the position of the pope

pardoned, v. forgave

penetrate, v. to go through or into something

peninsula, n. an area of land surrounded by water on three sides

persecution, n. the mistreatment of a person or group

perish, v. to die or be destroyed (**perished**)

pestilence, n. a deadly disease

pilgrim, n. someone who travels for religious reasons (**pilgrims**)

pilgrimage, n. a journey to a place or shrine that is important to a religion

pincers, n. claws

pioneered, v. was among the first to explore or accomplish something

pious, adj. following a religion with dedication

privileged, adj. having more advantages, opportunities, or rights than most people

plausible, adj. seeming worthy of acceptance

ploy, n. a maneuver designed to fool an enemy

plummets, v. drops very fast

pondered, v. thought about

potent, adj. powerful

practical, adj. useful

preaching, v. speaking publicly, usually about religion

predators, n. animals that hunt other animals

predecessors, n. people who came before another

proceedings, n. happenings

prosperous, adj. successful

pursue, v. to follow to capture; try to accomplish (**pursued**)

R

raiders, n. robbers

rampage, n. violent, destructive behavior

ransom, n. money that is paid to free someone who was captured

recitation, n. something spoken from memory (**recite**)

refined, v. improved

reign, n. the time during which a king, queen, or other monarch rules a country

renowned, adj. famous

repute, n. the opinion generally held of someone or something

reputation, n. the opinion people hold about something or someone

resistance, n. an effort made to stop or fight against someone or something

resounded, v. echoed and repeated

restore, v. to give back or put back into existence

retired, v. went to bed

retreat, v. to back away from danger (**retreated; retreats, n.**)

revelation, n. the act of a god revealing himself or herself (or his or her will) to a person

rival, adj. competing

rose window, n. a circular stained-glass window in a church that contains a pattern near the center (**rose windows**)

rousing, adj. exciting

S

sacred, adj. holy; deserving of special respect

savvy, n. knowledgeable and clever

schism, n. division; split

scorching, adj. very hot

scribes, n. people who copied documents before modern printing was invented

scuttled, v. ran with hasty steps

scythe, n. a farming tool with a curved blade and long handle that is used to cut crops such as wheat, oats, rye, and barley

seize, v. to take

self-loathing, n. a feeling of disgust about oneself

sermon, n. a speech for the purpose of religious instruction

sheaf, n. a bundle with many of the same thing

shire, n. county

shrine, n. a place that people visit to remember or worship a god or religious figure

siege, n. a situation in which soldiers or police officers surround a city or building to try to take control of it

simplicity, n. the state of being uncomplicated and easy

smug, adj. feeling confident and superior

solitude, n. being alone

sophisticated, adj. complex

spiral, adj. long and winding

spire, n. a tall, cone-shaped structure at the top of a building (**spires**)

stalking, v. hunting for

storehouses, n. warehouses; places where things are stored

subtly, adv. in a way that is complicated and pleasant

succeed, v. to follow or replace someone in a position of power

sulk, v. to be angry or upset about something (**sulking**)

summon, v. to call or send for someone

suppressed, v. kept a feeling inside

T

tactic, n. planned action or method used to achieve a particular goal (**tactics**)

tavern, n. a place where people can get drinks and a

meal, or sleep while traveling (**taverns**)

three-pronged, adj. three-part

thwarted, v. prevented from accomplishing something

thrive, v. to grow and succeed

title, n. a name that describes a person's job or status

tranquility, n. a state of calm

transform, v. to change something completely, usually in a positive way (**transforming**)

traumatic, adj. emotionally painful

treason, n. the crime of being disloyal to one's country

triumphant, adj. victorious

truce, n. an agreement to stop fighting (**truces**)

twinge, n. a sudden, sharp feeling or emotion

U

unbearable, adj. unable to be tolerated

unity, n. absence of disagreement

unravel, v. to come undone or fall apart

unsettling, adj. making people nervous, worried, or upset

V

valiant, adj. brave

vulnerable, adj. weak; helpless

W

waned, v. faded

wares, n. goods or products that a merchant or shop sells

INFORMATIVE PARAGRAPH RUBRIC

| | Exemplary | Strong | Developing | Beginning |
|------------------------|--|---|---|--|
| Introduction | Sentence clearly expresses a big idea about the topic. | Sentence states the topic. | Sentence loosely relates to the topic. | Sentence does not relate to the topic. |
| Body | All details in supporting sentences are presented logically and incorporate vivid, “showing” language. | Most details in supporting sentences are presented logically. | Some details in supporting sentences are presented logically. | Few or no details in supporting sentences are presented logically. |
| Conclusion | Sentence restates the topic in a different way, leaving the reader with a BAM/ zinger/something memorable. | Sentence restates the topic. | Sentence loosely relates to the topic. | Sentence does not relate to the topic. |
| Structure of the piece | All facts relate closely to the topic. | Most facts relate to the topic. | Some facts relate to the topic. | Few or no details relate to the topic. |
| | All information has been paraphrased. | Most information has been paraphrased. | Some information has been paraphrased. | Little or no information has been paraphrased. |

PERSUASIVE PARAGRAPH RUBRIC

| | Exemplary | Strong | Developing | Beginning |
|------------------------|---|--|--|---|
| Introduction | Sentence clearly expresses an opinion in the student's own words. | Sentence states an opinion. | Sentence loosely expresses an opinion. | Sentence does not state an opinion. |
| Body | All details in supporting sentences provide reasons that reinforce the opinion and incorporate vivid, "showing" language. | Most details in supporting sentences provide reasons that reinforce the opinion. | Some details in supporting sentences provide reasons that reinforce the opinion. | Few or no details in supporting sentences provide reasons that reinforce the opinion. |
| Conclusion | Sentence clearly expresses an opinion in the student's own words. | Sentence states an opinion. | Sentence loosely expresses an opinion. | Sentence does not state an opinion. |
| Structure of the piece | Excellent transitions so that all supporting sentences flow smoothly. | Some transitions between supporting sentences. | A few transitions between supporting sentences. | Most information has been paraphrased. |
| | All information has been paraphrased. | Most information has been paraphrased. | Some information has been paraphrased. | Little or no information has been paraphrased. |

EDITING CHECKLIST

| Editing Checklist | Notes |
|---|-------|
| <p>Meaning</p> <p>Is correct grammar used?</p> <ul style="list-style-type: none">• Sentences are complete with subject and predicate.• Adjectives and adverbs are used correctly.• Sentences are “showing,” not “telling.” | |
| <p>Format</p> <p>Does the student use appropriate formatting for the piece of writing?</p> <ul style="list-style-type: none">• The paragraph is indented.• The paragraph has a title. | |
| <p>Capitals</p> <p>Is capitalization appropriately applied?</p> <ul style="list-style-type: none">• All sentences begin with a capital letter.• All proper nouns are capitalized. | |
| <p>Spelling</p> <p>Are words spelled correctly?</p> <ul style="list-style-type: none">• Words are spelled appropriately.• Words from spelling and morphology lessons are spelled accurately.• The student has been supported in identifying other misspellings to be looked up in reference sources as needed. | |
| <p>Punctuation</p> <p>Is punctuation appropriately applied?</p> <ul style="list-style-type: none">• All sentences have appropriate ending punctuation.• Commas and quotation marks are used correctly for the ways they have been taught. | |

MEDIEVAL MUSINGS ANSWER KEY

Chapter 1:

1. Rosemary
2. Telescope
3. England

Chapter 2:

1. Stale bread
2. Piggy bank
3. Chess

Chapter 3:

1. Muskets
2. King

Chapter 4:

1. Ale or beer
2. Made shoes; made barrels

Chapter 5:

1. Quill pen made from a feather
2. Monks and nuns

Chapter 6:

1. C
2. D
3. A
4. B

Chapter 7:

1. Vegetables, grains, and proteins
2. Barbers

Chapter 8:

1. Lackland
2. Armorer

Chapter 9:

1. Odor

RESOURCES FOR ENRICHMENT SELECTIONS

The enrichment selections in the Reader are intended to be used at your discretion. They are intended to be read by more advanced readers, as they are more difficult to read and include more challenging vocabulary than chapters 1–9. You may want to assign these chapters to students who need more challenging reading material. Activity Page E1.1 corresponds with “*The Canterbury Tales* Selection I,” and Activity Page E2.1 corresponds with “*The Canterbury Tales* Selection II.” An introduction to the selections appears below, as well as in the Reader. Core vocabulary words are also listed for each selection. These words are bolded in the Reader and appear in the glossary.

Introduction to Chaucer and *The Canterbury Tales*

Geoffrey Chaucer was born in London, England, in either 1342 or 1343. He was the son of a wealthy wine merchant and lived a privileged life. Chaucer was well educated. He could read and write, and he spoke Latin, French, and a form of English we now call Middle English. He was a skilled horseman and knew how to use a sword. As a teenager he served as a page in a royal household.

Chaucer had many rich and influential friends. As one example, his wife was a lady-in-waiting in the queen's household. He was well-traveled. He fought in the Hundred Years' War and was captured by the French. He lived through the years when the plague spread throughout Europe. Chaucer had several important jobs, including, at one point, being in charge of the Tower of London. However, people tend to think of him first as having been an extraordinarily talented poet.

During Chaucer's lifetime, people in England spoke several languages and many dialects. Chaucer chose to write in Middle English but most people did not read his work. There are a number of reasons why most people did not read what Chaucer wrote. One reason is that most people could not read. Another reason people did not read what Chaucer wrote is that books were rare, hand-scribed luxury items. Instead, people listened to his poetry read aloud, and they came to like it.

The Canterbury Tales was Chaucer's last work. In this work, a number of pilgrims travel together from London to the holy shrine of Thomas Becket, in Canterbury. Each pilgrim agrees to tell two tales on the way to Canterbury, and two on the way back to London. Chaucer introduces 29 pilgrims. The characters themselves are from every social class. Many of the tales are humorous, and they provide wonderful insight into life in the Middle Ages. The following translated excerpt is part of the introduction to *The Canterbury Tales*. The introduction is called the Prologue. In the Prologue, Chaucer introduces the characters who will tell their tales. In this excerpt, you will discover how the journey began. You will also meet a knight, a squire, and a yeoman, or farmer. Alongside this translation, you will also be able to view the original Middle English text. The English language has changed quite a lot since Chaucer's time. However, it is still possible to read and understand many Middle English words.

The Canterbury Tales was so popular that several copies were written, some of which survived into the mid-1400s. Luckily in 1476, the first English printer, William Caxton, produced one of the first books ever printed in the English language—*The Canterbury Tales*. They were very popular at the time.

To gain the right feeling for *The Canterbury Tales*, it is important to understand that Chaucer read his poetry aloud. Therefore it is helpful to hear his work. As you read, try to hear the words in your head; or better still, read them aloud. To this day, *The Canterbury Tales* is regarded as one of the greatest works of English literature.

Core Vocabulary for “Chaucer Part I”

The following core vocabulary words are bolded in the selections and appear in the glossary. Remind students that they can look up a word in the glossary if needed.

dialect, n. a form of a language spoken in a particular area, including unique words and pronunciations (dialects) (88)

melody, n. song (90)

shire, n. county (90)

hostelry, n. inn or hotel (92)

devout, adj. extremely religious (92)

chance, n. luck (92)

nevertheless, adv. in spite of what was just said, however (94)

| Vocabulary Chart for “Chaucer, Part I” | | |
|--|---------------------------------|--|
| Vocabulary Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Core Vocabulary | dialect
shire
hostelry | melody
devout
chance
nevertheless |
| Spanish Cognates for Core Vocabulary | dialect
hostelería | melodía
devoto |
| Multiple-Meaning Core Vocabulary Words | | chance |

Core Vocabulary for “Chaucer Part II”

worthy, adj. deserving (worthiness) (96)

valiant, adj. brave (96)

foe, n. enemy (98)

repute, n. the opinion generally held of someone or something (98)

coarse, adj. rough (n. coarseness, adj. coarsest) (98)

coat of mail, n. armor, chain mail (98)

simplicity, n. the state of being uncomplicated and easy (102)

sheaf, n. a bundle with many of the same thing (102)

dirk, n. a long knife (102)

| Vocabulary Chart for “Chaucer, Part II” | | |
|---|---------------------------------|--|
| Vocabulary Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Core Vocabulary | coat of mail
sheaf
dirk | worthy
valiant
foe
repute
coarse
simplicity |
| Spanish Cognates for Core Vocabulary | cota de malla | valiente |
| Multiple-Meaning Core Vocabulary Words | | |
| Sayings and Phrases | | |

ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____ **1.1** ACTIVITY PAGE

Label a Map

NAME: _____ DATE: _____ **1.3** ACTIVITY PAGE

Welcome to the Middle Ages

List important events that led to the Middle Ages. Identify the page(s) of the Reader where you found information about each event.

| Event | Page(s) |
|--|---------|
| • The Roman Empire grew too big for one emperor to rule, so it broke into two parts. | Page 3 |
| • Germanic tribes invaded parts of the Roman Empire, and the Huns pushed the Germanic tribes farther into the Western Roman Empire. | Page 4 |
| • Successful invasions by the barbarian tribes and the increasing power of the Christian Church | Page 5 |
| • Charlemagne's ideas about education, art, a system of government called feudalism, and paying people with land instead of money were major things that transformed Europe leading up to the Middle Ages. | Page 6 |
| • The Black Death, or plague, spread throughout Europe and killed one-third of the population of western Europe. | Page 8 |

TAKE-HOME **1.4** NAME: _____ CONTINUED DATE: _____

Answer the following questions on the lines provided. Remember to answer in complete sentences, using information from the text to support your answers.

- Were people from different areas in the Middle Ages able to communicate easily with one another? Why or why not?
No. They were not able to communicate easily with one another because people in different areas spoke different dialects.
 Page(s) 6
- Name three transforming events leading up to the Middle Ages in Europe.
The Roman Empire became too big for one emperor to rule and it was invaded by Germanic tribes; the Church grew powerful; Charlemagne made many changes; the Black Death killed many people.
 Page(s) 3, 4, 5, 6, 8
- What was the Black Death or plague, and how did it start and spread during the Middle Ages?
It was a disease that was spread by infected fleas that lived on rodents. It killed one-third of the population of western Europe.
 Page(s) 8

NAME: _____ DATE: _____ **2.3** ACTIVITY PAGE

The Middle Ages Letter Quest

NAME: _____
DATE: _____

2.4 ACTIVITY PAGE

Nouns and Adjectives

Write *n.* above the nouns and *adj.* above the adjectives. Draw an arrow from each adjective to the noun it describes. The information following each sentence provides a clue about the number of nouns and adjectives you should find in each sentence.

Example: The *n.* old, *adj.* wise king *n.* speaks to his *n.* young son. (2 nouns; 3 adjectives)

1. Kings gave land to loyal lords. (3 nouns; 1 adjective)
2. People created impressive and inspiring architecture. (2 nouns; 2 adjectives)
3. Jesters entertained rich families. (2 nouns; 1 adjective)
4. Lords ate good food and lived in comfortable homes. (3 nouns; 2 adjectives)
5. Kings were challenged by power-hungry relatives and disloyal friends. (3 nouns; 2 adjectives)
6. Serfs lived their lives on small farms. (3 nouns; 1 adjective)
7. Children kept hungry birds away from growing crops. (3 nouns; 2 adjectives)
8. A good harvest is a joyful time of celebration. (3 nouns; 2 adjectives)
9. Young men tended to cows and pigs. (3 nouns; 1 adjective)
10. Starving serfs hunted in the royal forest. (2 nouns; 2 adjectives)

NAME: _____
DATE: _____

2.5 ACTIVITY PAGE

un- and non-: Prefixes Meaning "not"

Write the correct word to complete each sentence.

| | | | |
|-----------|--------|----------------|-------------|
| uncommon | common | unequal | equal |
| nonverbal | verbal | nonthreatening | threatening |

1. Everyone in our classroom has a(n) common goal; we all want to learn new things about the world.
2. Animals love Vern because he speaks to them in a(n) nonthreatening voice and walks up to them very slowly.
3. My baby sister is nonverbal as she cries to tell us what she needs rather than asking for things.
4. We always make sure to cut the cake into equal pieces so no one can brag that they received the biggest piece.
5. Sometimes teachers give verbal instructions where they say what to do; other times there are written instructions that we can read ourselves.
6. Kate and Max discovered something uncommon in the side of the cliff. It turned out to be a dinosaur bone! Now that is something you don't find every day!
7. "Those skies look threatening," said the farmer, as he pointed to the dark clouds that looked like they would pour rain any second.

8. Write a sentence using the one word left in the box.

Answers may vary, but should be a complete sentence using the word *unequal*.

Challenge: Write a sentence using one of your own *un-* and *non-* words.

Answers may vary.

NAME: _____
DATE: _____

2.7 TAKE-HOME

If You Were a Boy Serf

Read the following excerpt from "To the Manor Born" aloud to a family member and complete the activity that follows.

From an early age, you work a full day. You wake up just before sunrise and go to sleep when it is dark. For breakfast, you have rye bread and water, or perhaps watery ale. Even before the sun is fully risen, and regardless of the weather, you begin your work on the land. In springtime, you are busy plowing and planting seeds. You help the sheep and cows deliver baby lambs and calves. At midday, you walk home for a simple meal of rye bread and maybe a small piece of cheese. After lunch, you return to work, cutting logs for the lord's fire.

In the summer months, you tend to the crops you planted in the spring. You keep the hungry birds and insects away from the growing crops.

Autumn, the time to harvest crops, is perhaps the busiest time of all. You help your mother and sisters pick fruits and berries, which they preserve and store for the winter. Using a simple tool called a **scythe**, you harvest grain crops such as wheat, oats, rye, and barley. You help store the grain. A good harvest makes everyone, especially the lord, very happy. It means there is food to eat during the winter months. A good harvest is a time of celebration for all.

Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not. At times, your parents find it difficult to make ends meet. Even if ice and snow lay upon the frozen earth, you still have jobs to do. You have to feed and care for the livestock. You repair fences and barns. All the while, you continue to work on your family's strips of land. Each evening as the sun is setting, you return home quite exhausted. You end your day with a meal called pottage that your mother or sisters have prepared. Pottage is a vegetable stew with grain and a tiny piece of meat or fish in it. After a good night's sleep, you will wake up and do it all again!

Write one sentence for each of the four images to describe what the serf might be doing in each image. Refer to the text, "If You Were a Boy Serf," to find evidence to support your response. Incorporate vocabulary words from the text when possible and use complete sentences.



In the spring, serfs plowed fields and
planted seeds.



In the summer, serfs tended to the crops
by protecting them from birds.



In the autumn, serfs harvested crops
and stored the grains.



In the winter, serfs fed and cared for the
livestock and repaired barns and fences.

3. What training did aspiring knights have to complete? How might each step of the training prepare them for knighthood?

They left home at an early age. This prepared them because it took
many years to become a knight, so they had to start at an early age.
They learned to use a sword, ride a horse, and wield a lance. They
learned these basic skills to prepare them for more challenging skills.
They learned to fight while riding a horse and carrying a heavier
lance. This prepared them to fight like this when they became
knights.

Page(s) 20

The following question has two parts. Answer Part A and then answer Part B.

4. **Part A:** You read that knights fought in jousting matches and that other people came to watch the matches. How did those spectators feel about attending the matches?
- A. Spectators didn't like watching the matches because they were so violent.
 - B. Spectators didn't like going to the matches because they cost so much money.
 - C. Spectators liked watching the matches because they were exciting events.
 - D. Spectators liked going to the matches because they could earn a lot of money by attending.

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE

Gloomy Castles and Jousting Knights

Answer each question thoughtfully, citing evidence from the text and page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

1. Young men in the Middle Ages were often required to become foot soldiers or knights. What was happening in the Middle Ages that required young men to become fighters?

There were rivalries between nobles, wars with other nations, and
violence between neighbors.

Page(s) 18

2. Describe two differences between foot soldiers and knights.

Foot soldiers did not fight on horseback; knights did. Most foot
soldiers had padded coats; knights wore armor. Foot soldiers did not
receive much training; knights were better trained.

Page(s) 19

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE
CONTINUED

Part B: Which statement from the text best supports the answer to Part A?

- A. "Knights could prove their strength and abilities by taking part in jousting matches."
- B. "Knights rode horses, wore full armor, and carried lances."
- C. "Those who took part in jousts did so to gain respect and possibly a generous prize."
- D. "For the privileged, attending the jousting matches was considered to be a day of excitement and entertainment."

Page(s) 22

5. On page 23, the text says, "Castles provided the inhabitants, or people who lived there, with a certain amount of protection from the enemy." Find three pieces of evidence from the text that demonstrate how a castle might protect its inhabitants from an enemy siege.

A castle had its own water supply; a drawbridge could be raised to
prevent anyone from entering it; a moat made it difficult to get near
the castle.

Page(s) 23

4. What was the connection between towns in the Middle Ages and local lords?
Merchants and craftsmen usually paid lords. Many lords granted towns special charters, giving townspeople the right to make their own laws.

 Page(s) 32

5. List at least two problems that emerged because of people moving into towns during the Middle Ages.
Disease spread because of rats and waste that was thrown into the street, and fires broke out often and spread easily.

 Page(s) 33

6. Put the following three steps into the order in which they take place: journeyman, master craftsman, apprentice
apprentice, journeyman, master craftsman

 Page(s) 34, 35

NAME: _____ **5.2** ACTIVITY PAGE
 CONTINUED
 DATE: _____

The following question has two parts. Answer Part A, and then answer Part B.

7. **Part A:** You read that women in the Middle Ages had few legal rights. However, regardless of whether they were privileged or not, all women had a similar role. What role did all women share?
 A. All women could advise kings and princes.
 B. All women could manage land.
 C. All women joined the church and became nuns.
 D. All women managed their families' needs on a daily basis.

Part B: Which statement from the text best supports the answer to Part A?
 A. "However, a small number of women in positions of power had significant influence."
 B. "Women could become skilled in a particular craft."
 C. "Many women worked alongside their husbands in the fields."
 D. "Regardless of whether they were part of the privileged class or were serfs, as important members of their households, women managed their families' daily needs."
 Page(s) 36

NAME: _____ **5.4** TAKE-HOME
 CONTINUED
 DATE: _____

Merchants, Markets, and Mud: Towns in the Middle Ages
 Answer the following questions in complete sentences.

1. What were two positive things about life in a town in the Middle Ages?
Answers may vary, but may include: people could buy things easily; there was a wider variety of jobs other than farming; more people were wealthy; there was a middle class; there were banks and universities.

 Page(s) 28-33

2. What were two negative things about life in a town in the Middle Ages?
Answers may vary, but may include: crowded living conditions; disease; no toilets; polluted water; fires.

 Page(s) 28-33

NAME: _____ **6.1** ACTIVITY PAGE
 DATE: _____

Life During the Middle Ages

| Life on a Manor | Life in a Town |
|---|--|
| <ul style="list-style-type: none"> working in the fields tending to crops and livestock living in a small house working from sunup to sundown being controlled by the lord | <ul style="list-style-type: none"> opening shop at 6:00 a.m. living in a house very close to others' houses seeing a lot of activity every day seeing rats and other animals roaming the streets using chamber pots, which were emptied into the streets experiencing frequent fires buying and selling various goods made by different craftsmen seeing universities develop because a banking system helped wealthy churches create them |

NAME: _____
DATE: _____

6.2

ACTIVITY PAGE

Making Adverbs With the Suffix -ly

- Draw a wiggly line under the verb.
- Then, change the adjective under the blank to an adverb by adding -ly.
- Write adv. above the adverb and draw an arrow from the adverb to the verb it describes. Then, answer the question after the sentence.

Example: The puppy whimpered ^{adv.}quietly in pain on the way to the vet's office.

How did the puppy whimper? _____ quietly
(quiet)

1. We waited _____ ^{adv.}eagerly for the day of the field trip to arrive.
(eager)

How did we wait? _____ eagerly

2. The team cheered _____ ^{adv.}loudly when the winning goal was scored.
(loud)

How did the team cheer? _____ loudly

3. I organized _____ ^{adv.}neatly my things when I cleaned out my desk.
(neat)

How did I organize my things? _____ neatly

4. My mother taught us to speak _____ ^{adv.}politely to adults.
(polite)

How did my mother teach us to speak to adults? _____ politely

5. The farmer spoke _____ ^{adv.}calmly to the scared horse.
(calm)

How did the farmer speak? _____ calmly

For each adverb, write a sentence using the adverb. Remember, the adverb should describe the verb you choose to use in your sentence.

1. slowly

Answers may vary.

2. quickly

Answers may vary.

NAME: _____
DATE: _____

6.3

ACTIVITY PAGE

en-: Prefix Meaning "to make"

Write the correct word to complete each sentence. You may need to add -ed, -ing, or -s to make the word correctly fit in the sentence.

enable encircle endear enforce endanger entrust

1. I hope that our many ballet lessons will enable us to do well in the recital!
2. People entrusted knights with protecting the weak during the Middle Ages.
3. There were lots of police cars along the highway this morning to enforce the seatbelt law.
4. You just can't get mad at puppies—their sweet little eyes and cute noses always endear them to anyone they meet.
5. Swimming during a thunderstorm can endanger your life because you could be struck by lightning.
6. The serfs' fields encircled their small houses.

Challenge: What do you think *enclose* means based on what you know about the prefix *en-* and the English root word *close*? Here is a sentence from the Reader that may help you:

Castle walls sometimes enclosed a series of small buildings, like a little town.

The word *enclose* means to contain or to close in.

NAME: _____
DATE: _____

6.5

TAKE-HOME

Practice Spelling Words

There were positive and negative things that happened during the Middle Ages. Using the word meanings provided with your spelling list, sort the spelling words into categories in the following chart. If the word relates to something positive, write it in the "Positive" column. If the word relates to something negative, write it in the "Negative" column.

transform retreat seize fatal thrive
surrender promote acquire establish unravel

| Positive | Negative |
|-----------|--|
| transform | retreat |
| thrive | seize (This word could go in either column.) |
| promote | fatal |
| acquire | surrender |
| establish | unravel |
| | |

List the spelling words in alphabetical order.

1. acquire
2. establish
3. fatal
4. promote
5. retreat
6. seize
7. surrender
8. thrive
9. transform
10. unravel

NAME: _____
DATE: _____

6.6 TAKE-HOME

**Excerpt from
“Merchants, Markets, and Mud: Towns in the Middle Ages”**

Read this paragraph from “Merchants, Markets, and Mud: Towns in the Middle Ages.” Four verbs are underlined in these paragraphs. Write an adverb for each of these four verbs on the line provided. Draw an arrow to the verb each adverb describes.

It is raining again! You stand in a puddle on the edge of a narrow street. You have just entered town through one of two gates. The gates are the only ways in and out of this walled town. Inside the walls, tiny townhouses stand side-by-side. As you move through the crowd, you spot rats scurrying about, feeding on discarded trash. Nearby, you hear the varied cries of people selling fruits, vegetables, eggs, and pies. It is market day and people have set up their stalls in the town square.

As you make your way through the muddy streets, you hear the sound of church bells. They ring out to sound the hour and to call people to church.

You stand (answers may vary) in a puddle on the edge of a narrow street.

As you move (answers may vary) through the crowd, you spot rats.

As you make your way (answers may vary) through the muddy streets, you hear the sound of church bells.

They ring out (Answers may vary) to sound the hour and call people to church.

NAME: _____
DATE: _____

7.7 TAKE-HOME
CONTINUED

“The Power of the Church”

Answer the following question in complete sentences.

1. What are three ways the Church influenced the lives of people during the Middle Ages?

The Church influenced the lives of people by: having people pray often; attend church daily, especially Sundays and holy days; having shrines that Christians would go on pilgrimages to see; providing convents and monasteries for women and men to live and work to become nuns and monks; requiring all Christians to pay a tithe; producing books and preserving ancient writings.

Page(s) 40-43

NAME: _____
DATE: _____

9.2 ACTIVITY PAGE

Use Adjectives and Adverbs Correctly

Write with an adjective or an adverb, depending on whether the word being described is a noun or verb.

| | | | | | |
|--------|------------|--------|----------|---------|---------|
| soft | positive | fair | prompt | loose | exact |
| softly | positively | fairly | promptly | loosely | exactly |

1. The teacher used a ruler to find the exact measurements of the shelf.
2. We tied our dog's leash loosely to the tree outside the store while we ran inside.
3. “I would like you to arrive promptly in the morning,” said the principal.
4. They love fair weather days the best because they get to play soccer outdoors.
5. The man spoke positively about his delightful lunch at the restaurant.
6. After a long day, she was glad to climb into her soft bed and go to sleep.
7. Her hair was up in a loose bun, with little pieces falling down here and there.
8. “Please speak softly so you don't wake up the baby,” whispered my mother.

Challenge: Write the correct abbreviation above the word in the blank to show whether it is an adjective or adverb. Draw an arrow from each adjective to the noun it describes. Write the abbreviation above the word it describes to show whether it is a noun or a verb. Draw an arrow from each adverb to the verb it describes.

NAME: _____
DATE: _____

Prefix en-

Write the correct word to complete each sentence.

- The hikers hurried to find shelter, as the freezing temperatures and icy winds could endanger their lives.
(encircle, circle, endanger, danger)
- During the Middle Ages, the lord would enforce his control over serfs by demanding half of their harvest each year.
(enforce, force, encourage, courage)
- The king entrusted the knights to protect his kingdom.
(enabled, entrusted, endeared, endangered)
- The shopkeeper asked dear friends to help him paint the front door a new color.
(able, dear, endeared, enable)
- The pack of hungry wolves encircled their prey so that it would not escape.
(encircled, enabled, entrusted, enforced)
- The snow day enabled us to stay inside and finish our homework before the weekend.
(able, enabled, endangered, danger)

Read each word and its meaning. Then, add the prefix en- to the word. Determine the meaning of the new word and write a sentence using the new word.

- courage
Meaning: bravery
Add en-: encourage
New meaning: to support someone or something
Sentence: _____

Answers may vary.

- case
Meaning: a container or box for holding things
Add en-: encase
New meaning: To enclose or contain
Sentence: _____

Answers may vary.

NAME: _____
DATE: _____

About 20 years after the Battle of Hastings, William decided that he wanted to know how rich England was. He wanted to know how much money people had in order to determine what taxes he could collect. William ordered officials from different counties to ride out across the land to find out. Although these men did not visit every location, or record every piece of property, they did collect a lot of information. They sent the information to the king's clerks who recorded it in two books. These books later became known as *Great Domesday* and *Little Domesday*. Today we simply refer to these books as the *Domesday Book*.



Page from the Domesday Book

1066: The Battle that Changed History

Answer the following questions in complete sentences.

1. Why did the Battle of Hastings take place?

There was a dispute between William of Normandy and Harold of England about who was going to become king of England.

Page(s) 51

2. Who won the Battle of Hastings in 1066?

William of Normandy won the battle.

Page(s) 50, 51

3. Provide two reasons that William and the Normans were able to conquer the English.

The Norman army was much larger, and the English soldiers were tired from marching 200 miles and having fought other invaders.

Page(s) 49

NAME: _____

10.2

ACTIVITY PAGE

DATE: _____

1066: The Battle that Changed History

As you and your partner read Chapter 6, "1066: The Battle that Changed History," answer the following questions.

1. On the following map, label England and France, and the town of Hastings in England. The region of Normandy in France is labeled for you.



2. Why is the date 1066 famous in European history?
- A. It was the year in which the Middle Ages began.
 - B. It was the year in which William the Conqueror was born.
 - C. It was the year in which William the Conqueror became king of England.
 - D. It was the year in which William the Conqueror died.

Page(s) 51

1.4

3. Who won the Battle of Hastings? What was another name for the Battle of Hastings?

William and the Normans; It was also called the Norman Conquest.

Page(s) 50, 53

4. Which side had more soldiers? Use quotations from the text to support your conclusion. How do you know?

The Normans: "The English soldiers, led by their king, Harold, stood at least 7,000 strong." and "The Normans, who came from a region of France, had approximately 10,000 men." Ten thousand is more than 7,000, so the Normans had more.

Page(s) 48, 49

5. Put these events in the order they happened in the text using the numbers 1–5, with 1 indicating what happened first.

- 5 The Norman knights were then able to overwhelm the English soldiers.
- 2 The Duke of Normandy sent his knights charging up the hill.
- 1 The English soldiers stood with their shields raised, creating a strong shield wall.
- 3 The English soldiers' response forced the Norman knights to retreat.
- 4 The English soldiers broke the wall and pursued the fleeing knights.

Page(s) 49, 50

NAME: _____

10.2

CONTINUED

ACTIVITY PAGE

DATE: _____

6. The text reads, "Without a strong defensive line, the Norman knights were able to overwhelm the English soldiers." What clues in the text explain why the English soldiers did not have a strong defensive line?

- A. "As more and more English soldiers left their positions on Senlac Hill, they encountered Norman knights on horseback."
- B. "The English shield wall now had gaps in it."
- C. "Seeing this, some English soldiers broke the wall and pursued the fleeing knights."
- D. All of the above

Page(s) 50

7. What happened in Westminster Abbey on Christmas Day in 1066?

- A. William, Duke of Normandy, was crowned King William I of England.
- B. There was a Christmas festival where they sang Christmas carols.
- C. The Bayeux Tapestry was given as a gift to the people of England.
- D. King William ordered everyone to report how much money and property they had.

Page(s) 51

8. What is the Bayeux Tapestry? How is it useful to historians today?

The Bayeux Tapestry is an embroidered cloth that tells the story of the Norman Conquest/Battle of Hastings. Much of what is known today about the Battle of Hastings is shown on this tapestry.

Page(s) 52

9. How did family members assist a young archer?

His older brother gave him his first longbow and arrows; his mother made his quiver; his father, grandfather, and uncle were all skillful archers, and they could train him.

Page(s) 54

NAME: _____
DATE: _____

11.2 ACTIVITY PAGE

Subjects and Predicates

For each sentence, draw a vertical line separating the subject and predicate. Underline the entire subject. Draw a wiggly line under the entire predicate.

1. The English soldiers | faced a large, well-equipped Norman army.
2. The Normans | had approximately 10,000 men.
3. London Bridge | was the only way across the river into the city.
4. A number of important English lords | surrendered and vowed to be loyal to William.
5. William, Duke of Normandy | became King William I of England.
6. Skillful archers in your family | help you train to be an archer, too.
7. William | invited many people from France to settle England.
8. French and Old English | blended together over time and became Middle English.
9. Chaucer | wrote The Canterbury Tales in Middle English.
10. King Henry | appointed Thomas Becket as archbishop of Canterbury.

NAME: _____
DATE: _____

11.3 TAKE-HOME

Root arch

Write the correct word to complete each sentence.

| | | | |
|----------|-----------|-----------|-----------|
| anarchy | hierarchy | archrival | matriarch |
| monarchy | patriarch | archduke | |

1. Serfs were at the bottom of the hierarchy in the feudal system.
2. My favorite football team plays its archrival twice a year and each game is very intense and emotional, with each team wanting to win very badly.
3. The archduke is so powerful that all of the other dukes and nobles want to please him.
4. Without a leader to guide the people, there was anarchy across the land.
5. Our people are led by a matriarch; she is the wisest and bravest woman in our country.
6. The king's oldest son will lead the monarchy when the king is gone.
7. After my grandfather passed away, my father became the patriarch of our family.

Challenge: Based on what you know about the root *arch*, what do you think the word *archenemy* means?

It means one's main enemy.

NAME: _____
DATE: _____

11.5 TAKE-HOME

Practice Spelling Words

Sort the spelling words into categories based on the prefix in each word.

| | | | | |
|-----------|------------|--------------|----------|---------|
| nonverbal | nonfiction | unrest | enclose | unusual |
| ensure | unable | enjoy | nonissue | nonstop |
| unlikely | unsettle | unsuccessful | nonsense | entrust |

| en- | non- | un- |
|---------|------------|--------------|
| enclose | nonverbal | unrest |
| enjoy | nonfiction | unusual |
| entrust | nonissue | unsuccessful |
| ensure | nonsense | unable |
| | nonstop | unlikely |
| | | unsettle |

List the spelling words in alphabetical order.

- enclose _____
- enjoy _____
- ensure _____
- entrust _____
- nonfiction _____
- nonissue _____
- nonsense _____
- nonstop _____
- nonverbal _____
- unable _____
- unlikely _____
- unrest _____
- unsettle _____
- unsuccessful _____
- unusual _____

NAME: _____
DATE: _____

13.2 ACTIVITY PAGE

Draft a Persuasive Paragraph

| Checklist: | Completed? |
|------------------------------------|------------|
| 1. State an opinion | |
| 2. Reason #1 to support opinion | |
| 3. Reason #2 to support opinion | |
| 4. Reason #3 to support opinion | |
| 5. Transitions included, as needed | |
| 6. Concluding sentence | |

Assess using the Persuasive Paragraph Rubric provided in Teacher Resources.

NAME: _____
DATE: _____

14.2 ACTIVITY PAGE

Graphic Organizer: Impact of the Middle Ages

| Middle Ages Event or Development | One Impact of Event or Development |
|--------------------------------------|---|
| feudal system | uneven distribution of power and wealth |
| knights and castles | protection for some during a violent time |
| growth of towns and the middle class | many changes to the feudal system—power and wealth |
| Battle of Hastings | languages brought by Normans mixed with Old English, eventually leading to English we speak today |
| Magna Carta | ideas used by modern democracies, like the United States |
| weapons | changed how wars were fought |
| inventions | led to discovery, new knowledge |

Which impact from the chart affects us the most today? Why?

Answers may vary.

Practice Parts of Speech, Subjects, and Predicates

Draw a vertical line separating the subject and predicate. Underline the nouns. Draw a wiggly line under the verbs. Identify the adjectives and adverbs by writing abbreviations above them (adj. or adv.). Draw an arrow from the adjectives to the nouns they describe in one color, and from adverbs to the verbs they describe in another color.

- 1. The English used their skillful archers in battle.
2. Crusaders carried a flag with a red cross proudly.
3. They left the beautiful hills of their homeland.
4. Crusaders experienced hot and cold climates.
5. The terrible disease created a sense of terror.
6. The plague spread quickly due to infected fleas on rodents.
7. Nobles and serfs suffered equally as a result of the plague.
8. A large number of serfs rose bravely in protest.
9. The role of the lord changed slowly during the Middle Ages.
10. The lord's control of townspeople changed.

Root arch

Write the correct word to complete the sentence and write it on the line.

- 1. She worked day in and day out on the project because she wanted to get a better grade than her matriarch.
2. During the Middle Ages, the most powerful leader in the Church was the archbishop of Canterbury.
3. There was anarchy in the streets because the storm made the traffic lights go out; people were driving every which way.
4. The patriarch of the group never consulted with his advisors and instead made decisions on his own.
5. Serfs were the lowest social class in the hierarchy of the feudal system.

For each word, write a sentence using the word.

6. monarchy
Answers may vary.

7. patriarch
Answers may vary.

Challenge: Based on what you know about the root arch, what does monarch mean?
the main, or most important, person in the community (such as a kingdom)

NAME: _____
DATE: _____

14.5 ACTIVITY PAGE

Practice Spelling Words

Write the correct spelling word to complete each sentence. Words will not be used more than once; some words will not be used. You may need to add suffixes, such as -s, -es, -ed, or -ing, to the words to complete the sentences.

| | | | | |
|--------------|----------|--------|----------|------------|
| nonverbal | nonstop | ensure | unsettle | unusual |
| unsuccessful | entrust | unable | nonsense | nonfiction |
| enclose | unlikely | unrest | nonissue | enjoy |

- As the Romans became unable to defend their borders, Germanic tribes pushed farther to the west.
- Noble children and adults in the Middle Ages enjoyed music and dancing when entertainers visited the castle.
- King John attempted to defend England's land in France, but without his nobles' support, he was unsuccessful.
- Castle walls enclosed a series of small buildings, like a little town.
- The *Empires in the Middle Ages* Reader is a nonfiction book filled with information about the period in history called the Middle Ages.
- When studying to be a craftsman, it was unlikely you would return home during your apprenticeship years.

- As with all ladies-in-waiting, the purpose of your training was to ensure you eventually married a nobleman.
- After the death of King William I, who had ruled with great strength, England experienced a period of turmoil and unrest.

Write sentences using spelling words of your choice that were not used in the first eight sentences. Be sure to use correct capitalization and punctuation.

- Answers may vary.
- Answers may vary.
- Answers may vary.
- Answers may vary.

NAME: _____
DATE: _____

15.2 ASSESSMENT
CONTINUED

Questions

- In paragraph 5, the text says William the Conqueror had his soldiers build motte and bailey castles in the most rebellious regions of England. Why would William the Conqueror have these structures built in the most rebellious regions?

Answers may vary, but may include: castles were for protection and William's soldiers needed protection in rebellious regions.

Use the following chart to compare and contrast motte and bailey castles with stone castles. Use information from the text to describe each feature of the structures.

| | Motte and Bailey Castle | Stone Castle |
|-------------------------------------|--------------------------------------|--|
| 2. Made from what material? | <u>wood</u> | <u>stone</u> |
| 3. Way into the castle? | <u>wooden steps or a ramp</u> | <u>drawbridge</u> |
| 4. Features surrounding the castle? | <u>high wooden wall, two ditches</u> | <u>several outer stone walls, moat</u> |
| 5. Why the castle was built? | <u>for protection, defense</u> | <u>for protection, defense</u> |

- Select one castle characteristic from the chart and write a sentence that compares or contrasts the characteristic between the two types of castles.

Answers may vary, but should include information about the same feature in both types of castles

- At the end of the selection, the text says castles became impressive homes rather than defensive structures. Why was there a change in the way in which castles were used?
 - Castles were a base from which to launch an attack.
 - C.** Castles could no longer provide enough protection to withstand an attack.
 - Castles were built on nobles' new land.
 - Castles could be accessed by steps or a drawbridge.
- In paragraph 6, the author discusses how the new style of castle could withstand fire and siege weaponry. In paragraph 7, the author discusses the change in castles providing protection to withstand an attack. What is a synonym for *withstand*?
 - prevent
 - cause
 - C.** survive
 - crumble

NAME: _____
DATE: _____

Harry's Life

- 1 My name is Harry. I live in a small thatched cottage with my two younger sisters, Mary and Margaret, and my parents. Lord Percy owns our home and the estate on which our home sits. My family and I work for Lord Percy, planting and tending to his crops, and taking care of his livestock. We own a pig, two cows, and several chickens. Our cows graze on land nearby. Our pig lives in a small pen close to our cottage. My sisters named our pig Chancellor in honor of the Lord Chancellor of England. The Lord Chancellor is rich and very powerful. My father said that our pig looks a little like the Lord Chancellor. However, my father spoke in a hushed tone when he uttered those words.
- 2 When we are not working for Lord Percy, my sisters and I have our own chores to do. We tend to our own crops, feed our livestock, and gather wood for the fire. My sisters are often busy weaving, sewing, and baking, while I learn carpentry skills from my father. Everyone looks after the garden that grows right outside our cottage. In the garden we grow herbs such as fennel, dill, rosemary, cloves, and lemon thyme. My mother uses the herbs for flavoring our food and for medicines. When I injured my eye carving a longbow, she used fennel to ease the wound. When the plague struck, my mother made clove tea, using cloves from our garden. We all survived and my mother said it was because of her tea. Other families were not so fortunate.
- 3 During the spring, summer, and autumn months, we are usually busy working on the land. We scatter the seeds, tend to the crops as they grow, and help to harvest them when they are ready. There is little time to play, but whenever we can, we do. We have lots of friends and we all like to race each other, play hide and seek, and climb trees.
- 4 My entire family lives and sleeps in one room. A fire fueled by wood warms our house. My mother and sisters cook stews and soups on the fire. Whenever we can, we eat meat such as rabbit and deer. My mother roasts the meat on a spit in front of the fire. It is my job to turn the spit. The smell of the meat cooking makes my mouth water. Our cows provide us with milk to drink. But we also churn the milk into cream and we make cheese, too. Our chickens Ann, Eleanor, Mabel, and Gertrude provide us with eggs.

- 5 Holy days are very special. We go to church and we celebrate, or we fast. Our church has beautiful stained-glass windows that show stories from the Bible. When the sun shines through the colorful stained glass, the colors of the rainbow light up the church. It is truly a wonderful sight.
- 6 My father says that seven generations of my family have worked for Lord Percy or his ancestors. In each generation in our family, there has been a boy named Harry. That's why my father calls me Harry the Seventh. I expect I will live here all my life, watching the seasons come and go. I am quite happy to do that. But sometimes I dream about becoming a knight and riding off to seek my fortune.

Questions

The following question has two parts. Answer Part A and then answer Part B.

- 9 **Part A:** In paragraph 5, Harry says the colors of the rainbow light up the church. What does he mean by this statement?

Answers may vary, but should include that the sun poured through the stained-glass windows, meaning the light appeared in the colors of the glass.

Part B: What information in the text helps to determine what the narrator means when he says the colors of the rainbow light up the church?

- A. Holy days are very special.
- B. The sun shines through the colorful stained glass.
- C. It is truly a wonderful sight.
- D. The stained-glass windows show stories from the Bible.

NAME: _____
DATE: _____

- 10 In paragraph 1, what do the following sentences mean about the power of the Lord Chancellor of England?

My father said that our pig looks a little like the Lord Chancellor. However, my father spoke in a hushed tone when he uttered those words.

- A. The Lord Chancellor is not powerful because Harry's father made fun of the Lord Chancellor by saying he looks like a pig.
 - B. The Lord Chancellor is not powerful because Harry's father spoke in a hushed tone so he would not get in trouble for comparing the Lord Chancellor to a pig.
 - C. The Lord Chancellor is powerful because Harry's father spoke in a hushed tone so he would not get in trouble for comparing the Lord Chancellor to a pig.
 - D. The Lord Chancellor is powerful because Harry's father complimented the Lord Chancellor by saying he looks like a pig.
- 11 Fill in the following chart with information from the selection about the work Harry and his family do for Lord Percy and the chores Harry and his family do for themselves.

| Work for Lord Percy | Chores for the family |
|--------------------------|---------------------------|
| planting his crops | tending crops |
| tending his crops | feeding livestock |
| taking care of livestock | gathering wood |
| | weaving, sewing, baking, |
| | learning carpentry skills |
| | looking after the garden |
| | |

- 12 How are the chores Harry and his family do for Lord Percy similar to or different from the chores they do for themselves? Use information from the chart to support your answer.

Answers may vary; similarities: tending crops, taking care of livestock; differences: gathering wood, weaving, sewing, baking, learning carpentry skills, looking after the garden

- 13 In paragraph 2, Harry says that his family survived the plague and his mother said it was because of her clove tea. He then says, "Other families were not so fortunate." What does he mean that other families were not so fortunate?

- A. Other families did not have clove tea like Harry's family.
- B. Other families did not suffer from the plague either.
- C. Other families did not have a garden.
- D. Other families did not survive the plague.

NAME: _____
DATE: _____

15.2 ASSESSMENT
CONTINUED

14. **Writing Prompt:** Harry describes many aspects of his life. In your opinion, was Harry's life easy or difficult? Using information from the text, write a paragraph in which you provide an opinion about whether you think Harry's life was easy or difficult. Your audience includes classmates who have learned about the Middle Ages, including the feudal system. Be sure to use information from the selection to support your opinion. Write your paragraph in the space below.

Answers may vary.

Reading Comprehension total _____ of 27 points
To receive a point for a two-part question (i.e., 9) students must correctly answer both parts of the question.

Grammar

Write n. above the nouns in each sentence and adj. above the adjectives in each sentence. Then, draw an arrow from each adjective to the noun it describes.

15. New merchants created new jobs for town residents.
adj. n. adj. n. adj. n.
16. The Christian Church played an important role in the lives of many people.
adj. n. adj. n. n. adj. n.

Write a sentence using the verb and adverb provided.

17. verb: gathered adverb: quickly

Answers may vary, but should include *gathered* and *quickly*.

18. verb: speak adverb: quietly

Answers may vary, but should include *speak* and *quietly*.

Draw a line separating the subject from the predicate in each sentence. Underline the entire subject. Draw a wiggly line under the entire predicate.

19. English soldiers faced a well-equipped Norman army.
20. Magna Carta stated that the king must consult with others if he wanted to make new laws or raise taxes.

Grammar total _____ of 6 points

NAME: _____
DATE: _____

15.2 ASSESSMENT
CONTINUED

Morphology

The following question has two parts. Answer Part A and then answer Part B.

21. **Part A:** Which of the following words is a synonym for *uncommon*?

- A. rare
B. similar
C. alike
D. usual

Part B: Which of the following words is an antonym for *uncommon*?

- A. rare
B. similar
C. alike
 D. usual

Write the correct word to complete the sentence.

22. The teacher gave us a(n) nonverbal signal to stop talking by raising her hand above her head.
(verbal, nonverbal, essential, nonessential)
23. My grandfather had a builder enlarge his kitchen. What did the builder do to the kitchen?
A. made it smaller
 B. made it bigger
C. made it colorful
D. made it tighter

24. Write a sentence using the word *endangered*. Be sure the sentence demonstrates the meaning of the word.

Answers may vary, but must include the word *endangered* and demonstrate its meaning.

The following question has two parts. Answer Part A and then answer Part B.

25. **Part A:** What does the root *arch* mean?

- A. large
B. small
 C. main
D. minor

Part B: What does the word *archenemy* mean?

- A. large enemy
B. small enemy
 C. main enemy
D. minor enemy

Morphology total _____ of 27 points

To receive a point for a two-part question (i.e., 21 and 25) students must correctly answer both parts of the question.

Unit Assessment total _____ of 25 points

NAME: _____
DATE: _____

PP.1 ASSESSMENT

Mid-Unit Content Assessment

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** During the Middle Ages, who had more power: a serf or a lord?
- A. A serf had more power.
 - B. A lord had more power.
 - C. They had an equal amount of power.
 - D. Neither serfs nor lords had any power in the Middle Ages.

Part B: Which statement provides the best evidence for the correct answer to Part 1?

- A. "Usually, high-ranking nobles swore their loyalty to the king and lords swore their loyalty to higher-ranking nobles."
- B. "Freemen were not under the same strict control of the lord."
- C. "When serfs wanted to marry, the lord had the right to approve or disapprove of the match."
- D. "Serfs grew the food and tended to the livestock, or animals that fed the people."

Read each of the following statements and decide whether the statement describes life on a manor or life in a medieval town. Circle the word manor if it describes life on a manor; circle medieval town if it describes life in a medieval town.

| | | |
|---|--|--|
| 2. Serfs generally worked on the land from sunrise until sunset. | <input checked="" type="radio"/> manor | medieval town |
| 3. Many smaller houses made of wood and wood surrounded a castle or larger house. | <input checked="" type="radio"/> manor | medieval town |
| 4. On market day, one could hear cries of people selling fruits, vegetables, eggs, and pies. | manor | <input checked="" type="radio"/> medieval town |
| 5. Using a simple tool called a scythe, serfs harvested crops such as wheat, oats, rye, and barley. | <input checked="" type="radio"/> manor | medieval town |
| 6. A class of people called the middle class began to grow in importance. | manor | <input checked="" type="radio"/> medieval town |

7. Which of the following was NOT a part of the life of a monk during the Middle Ages?
- A. They controlled the lives of serfs working on a manor.
 - B. They often copied writings from ancient Greeks and Romans to create new books to preserve this knowledge.
 - C. They vowed to dedicate their lives to God.
 - D. They spent a large part of each day in worship and prayer.
8. Why did the Battle of Hastings take place?
- A. It was one of the crusades to the Holy Land.
 - B. It was a battle between King John and the nobles because of Magna Carta.
 - C. It was a battle between the Church and King Henry II.
 - D. It was a battle to determine who would be the king of England—Harold or William.
9. Which of the following statements about Magna Carta is NOT true?
- A. Magna Carta limited the king's power.
 - B. Magna Carta is considered one of the most important documents in English history.
 - C. King John happily accepted Magna Carta from the nobles.
 - D. Many of the ideas from Magna Carta appear in the constitutions of modern democracies.

NAME: _____
DATE: _____

PP.1 ASSESSMENT
CONTINUED

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** Which of the following events from the Middle Ages was one of the reasons feudalism began to disappear?
- A. the Hundred Years' War
 - B. the invention of the printing press
 - C. the spread of the Black Plague
 - D. the growth of towns and cities

Part B: Which of the following statements from the text provides the best support for the correct answer to Part A of this question?

- A. "This terrible disease created a sense of terror."
- B. "The ability to produce books, pamphlets, and newspapers helped to spread new knowledge and new ideas."
- C. "[The Hundred Years' War] began when one man claimed to be the true king of another land."
- D. "As more and more people moved from the countryside to seek employment elsewhere, the lord's role changed."

11. What is the name of the system of government in which land and protection are exchanged for loyalty and services?
- A. fiefdom
 - B. medieval
 - C. feudalism
 - D. chivalry

12. Place these medieval people in the correct order from highest to lowest power and influence, by numbering from 1–4, with 1 being the highest order:
- 3 Middle Class (including Merchants and Craftsmen)
 - 1 King
 - 4 Freemen and Serfs
 - 2 Nobles (including Lords) and Church Leaders
13. *Chivalry* refers to
- A. the relationship of a serf to the lord
 - B. a group of merchants who controlled the quality of goods sold, as well as wages and prices
 - C. the type of armor worn by knights in jousting matches
 - D. the code of rules about how knights should behave
14. Cathedrals, pilgrimages, and illuminated manuscripts are all examples of
- A. tithes
 - B. the influence and power of nobles in the Middle Ages
 - C. the influence and power of the Church in the Middle Ages
 - D. the influence and power of craftsmen in the Middle Ages
15. Mark the one statement that is not true about the Black Death in the Middle Ages.
- A. It was spread by rats.
 - B. It was a disease known as the plague.
 - C. It was common in medieval towns due to overcrowding and filthy living conditions.
 - D. It killed very few people, even though many became sick.

NAME: _____
DATE: _____

Match the item from the column on the left with the description on the right. Write the letter on the line.

| | |
|-----------------------------------|--|
| <u>c</u> 16. Charlemagne | a. the woman who was queen of France and then England |
| <u>h</u> 17. Bayeux Tapestry | b. a list of who lived in England and how much they owed in taxes |
| <u>g</u> 18. Joan of Arc | c. the great French ruler who was crowned Roman emperor by the Pope |
| <u>e</u> 19. King Henry II | d. the French soldiers who attacked the English at the Battle of Hastings |
| <u>f</u> 20. The Huns | e. reformed the English legal system |
| <u>a</u> 21. Eleanor of Aquitaine | f. a tribe of barbarians who invaded the Roman empire |
| <u>b</u> 22. Domesday Book | g. the woman who led French soldiers in freeing the town of Orleans from the English |
| <u>d</u> 23. The Normans | h. a work of art that depicts the Battle of Hastings |

24. The word *emerged* is used correctly in which **two** of the following sentences?

- A. The beautiful butterfly emerged from the cocoon.
 B. The diver emerged into the water to collect the shiny object at the bottom of the pool.
 C. We emerged into the building to try to escape the sudden rainstorm.
 D. The sun emerged from behind the clouds, providing a warm, sunny day.
 E. As the weather got warmer, the snow emerged.
 F. The loud clap of thunder frightened Julian's dog, and he emerged under the sofa for protection.

25. Which of the words in the following sentence provides the best clue as to the meaning of the word *pilgrim*?

Thomas Becket's tomb in Canterbury Cathedral became a holy shrine that many pilgrims visited during the Middle Ages.

- A. Thomas Becket's tomb
 B. Canterbury Cathedral
 C. holy shrine
 D. visited during the Middle Ages

Mid-Unit Content Assessment total _____ of 25 points

To receive a point for a two-part question, students must correctly answer both parts of the question.

NAME: _____
DATE: _____

Nouns and Adjectives

Write *n.* above the nouns and *adj.* above the adjectives. Draw an arrow from each adjective to the noun it describes.

Example: The old, yellow car sped down the street. (2 nouns; 2 adjectives)

- The movie was playing at the new theater in town. (3 nouns; 1 adjective)
- Ariana completed the long and difficult race. (2 nouns; 2 adjectives)
- Felipe sang the beautiful song. (2 nouns; 1 adjective)
- After the storm, the roads were covered with wet, heavy snow. (3 nouns; 2 adjectives)
- The sticky, hot rolls were delicious. (1 noun; 3 adjectives)
- Andrea and Jazmin walked along the edge of the cool, blue water. (4 nouns; 2 adjectives)
- The students took an exciting trip to the amazing museum. (3 nouns; 2 adjectives)
- The students returned to school from the short break happy and rested. (3 nouns; 3 adjectives)
- Alicia could not stop reading the fascinating book! (2 nouns; 1 adjective)
- Julian rode his bike across the rough, rocky gravel. (3 nouns; 2 adjectives)

Write *n.* above the nouns and *adj.* above the adjectives. Without any hints about the number of nouns or adjectives in each sentence, draw an arrow from the adjective to the noun it describes.

Example: The large ship easily navigated the rough, choppy ocean.

- Miguel read his favorite book to his little sister.
- The old, damaged bike could not be repaired.
- Sallie skipped across the cool, wet grass.
- After the violent thunderstorm, a beautiful rainbow appeared in the clear, blue sky.
- The huge elephant lumbered across the dry grassland.

Create a sentence using the given adjective/noun pair.

16. fast runners

Answers may vary.

17. windy night

Answers may vary.

18. sturdy desk

Answers may vary.

NAME: _____
DATE: _____

PP.3 ACTIVITY PAGE

Adverbs and Adjectives

- Draw a wiggly line under the verb.
- Then, change the adjective under the blank to an adverb by adding *-ly*.
- Write adv. above the adverb and draw an arrow from the adverb to the verb it describes. Then, answer the question after the sentence.

Example: The honey bee darted ^{adv.} quickly from one flower to another.

How did the phone ring? _____ quickly
1. The phone rang ^{adv.} loudly early one morning.
(loud)

How did the phone ring? _____ loudly
2. Carlos waited ^{adv.} patiently for his trip to the zoo.
(patient)

How did Carlos wait? _____ patiently
3. Ms. Anderson carried the hot, steaming soup to the table ^{adv.} carefully.
(careful)

How did Ms. Anderson carry the soup? _____ carefully
4. Miranda showed the picture to her mother ^{adv.} proudly.
(proud)

How did Miranda show her mother the picture? _____ proudly
5. The kitten purred ^{adv.} softly while Jamie held it on his lap.
(soft)

How did the kitten purr? _____ softly

Write a sentence using each adverb. Remember, the adverb should describe the verb you choose to use in your sentence.

1. gently
Answers may vary.
2. softly
Answers may vary.

Fill in the blank with an adjective or an adverb, depending on whether the word being described is a noun or verb.

| | | | | | |
|--------|--------|--------|---------|---------|---------|
| soft | loud | fair | quick | loose | exact |
| softly | loudly | fairly | quickly | loosely | exactly |

1. When baking a cake it is best to use the exact measurements given in the recipe.
2. Andre ran down the street quickly after the escaping puppy.
3. Mrs. Esposito wrapped the baby in a soft blanket.
4. The loud fire alarm alerted everyone to leave the building.

NAME: _____
DATE: _____

PP.3 ACTIVITY PAGE
(CONTINUED)

5. When Tai tried on her older sister's sweater, it hung loosely off her shoulders.
6. The referee made sure everyone played the game fairly.
7. Jim knew that his loose tooth would fall out someday soon.
8. The teacher reminded the students not to talk too loudly in the library.

NAME: _____
DATE: _____

PP.4 ACTIVITY PAGE

Subjects, Predicates, and Parts of Speech

For each sentence, draw a vertical line separating the subject and predicate. Underline the entire subject. Draw a wiggly line under the entire predicate.

Example: The tiny kitten | slept peacefully in the sun.

1. The marching band | played during the half-time show.
2. The tired puppy | slept in the cozy bed.
3. William | played basketball with his friends.
4. Zhu and her sister | gobbled up the fresh tomatoes from the garden.
5. The sleepy town | came to life when the president came to visit.
6. Talented artists | displayed their sculptures in the park.
7. Many tourists | visit our nation's capital every year.
8. Huan studied | for the spelling test.
9. The snow | melted quickly in the warm sunshine.
10. The train | sped down the track.

Draw a vertical line separating the subject and predicate. Underline the nouns. Draw a wiggly line under the verbs. Identify the adjectives and adverbs by writing abbreviations above them (adj. or adv.). Draw an arrow from the adjectives to the nouns they describe in one color, and from adverbs to the verbs they describe in another color.

Example: The happy children cheered loudly for the silly clown.

- The delicious cake baked quickly in the hot oven.
- The tiny spider spun a beautiful, delicate web carefully.
- Jacquin volunteered bravely for his team.
- The graceful dancers moved effortlessly to the beautiful music.
- The skillful veterinarian treated the injured cat.

NAME: _____ PP.5 ACTIVITY PAGE
DATE: _____

un- and non-: Prefixes Meaning “not”

Write the correct word to complete each sentence.

| | | | |
|---------|--------|---------|--------|
| unusual | untied | unclear | unable |
| usual | tied | clear | able |

- The flower growing in Mr. Baker’s garden is very unusual; I’ve never seen one like it before.
- Many people came to clean-up day at the park, so we were able to pick up the trash in just a few hours.
- Marissa tripped during the race because her shoelace became untied.
- There was so much snow on the roads that we were unable to drive to school.
- Our teacher told us to ask questions if any of the reading was unclear.
- The directions for making the cake were clear and easy to follow, so Elias was able to bake it himself.
- Christopher tied the newspapers with string before putting them out for recycling.

8. Write a sentence using the one word left in the box.

Answers may vary.

Challenge: Write a sentence using one of your own *un-* and *non-* words.

Answers may vary.

NAME: _____ PP.6 ACTIVITY PAGE
DATE: _____

en-: Prefix Meaning “to make”

Write the correct word to complete each sentence. You may need to add -ed, -ing, or -s to make the word correctly fit in the sentence.

| | | | | |
|---------|----------|----------|---------|----------|
| enclose | endanger | envision | enlarge | entangle |
|---------|----------|----------|---------|----------|

- The balloon became enlarged when it was filled with helium.
- A quick-moving avalanche of snow can endanger the lives of anyone in its path.
- When the two puppies on leashes ran around one another, their leashes became entangled.
- The author’s words painted a clear picture of a jousting tournament; I could almost envision myself cheering on the knights!
- My father built a fence to enclose our yard so our dog wouldn’t run away.

Challenge: What do you think *entrusted* means based on what you know about the prefix *en-* and the English root word *trusted*?

to place belief in someone to do something

NAME: _____
DATE: _____

Root arch

Write the correct word to complete each sentence.

hierarchy archrival anarchy monarchy patriarch archduke

1. In a monarchy, the king makes the rules.
2. In the feudal system, the king was at the top of the hierarchy.
3. Marianna trained every day for the big race because she wanted to beat Alison, her archrival.
4. The patriarch of the family is usually the oldest man in the group.
5. The most important bishop of Canterbury is known as the archbishop.
6. Without a leader to guide the people, there was anarchy across the land.

Challenge: Based on what you know about the root *arch*, what do you think the word *archenemy* means?

one's main enemy

NAME: _____
DATE: _____

The Canterbury Tales: Selection 1

Read the enrichment selection and answer the following questions in complete sentences.

1. What were two reasons most people heard, rather than read, Chaucer's poems?

Most people at the time could not read.

2. In the Prologue to *The Canterbury Tales*, who is narrating the story? What line(s) from the text provide the best answer to this question?

It is narrated by someone going on a pilgrimage.

3. How many people are traveling on this pilgrimage with the narrator, and who is the first person the narrator will tell about?

There are 29 people traveling with the narrator. The first person introduced is a knight.

4. Select three lines from the modern-day English poem on the left and the same three lines from the Middle English version on the right. Compare the wording of both versions, and point out any similarities between specific words.

Answers may vary.

NAME: _____
DATE: _____

The Canterbury Tales: Selection 2

Read the enrichment selection and answer the following questions in complete sentences.

1. What is chivalry? What lines from the text support the author's statement that the knight in the poem "loved chivalry"?

It is the code that knights tried to live by. "And truth, and honor, and largesse, and courtesy. And valiant was he in his sovereign's war." "He never once used coarseness in his speech." "He was true and perfect noble knight."

2. In this poem, Chaucer introduces both a knight and his son, a squire. Compare the descriptions of these two characters.

Answers may vary, but should include: the son's clothing was newer and more elaborate than the knight's; the son had curly hair and was of medium height.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 4

Unit 1, Part 1

Correlation—Teacher’s Guide

Power Hits

| | | | |
|---|---|--|--------------------------------|
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | | | |
| TEKS 4.1.A | listen actively, ask relevant questions to clarify information, and make pertinent comments | U1 Pt1: p. 108, U1 Pt1: p. 112, U1 Pt1: p. 120, U1 Pt1: p. 124, U1 Pt1: p. 150, U1 Pt1: p. 154, U1 Pt1: p. 178, U1 Pt1: p. 181 | |
| TEKS 4.1.B | follow, restate, and give oral instructions that involve a series of related sequences of action | U1 Pt1: p. 8, U1 Pt1: p. 12, U1 Pt1: p. 14 | U1 Pt1: p. 14 |
| TEKS 4.1.C | express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively | U1 Pt1: p. 202 | |
| TEKS 4.1.D | work collaboratively with others to develop a plan of shared responsibilities | | |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | | | |
| (A) demonstrate and apply phonetic knowledge by: | | | |
| TEKS 4.2.A.i | decoding words with specific orthographic patterns and rules, including regular and irregular plurals | | |
| TEKS 4.2.A.ii | decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | | |
| TEKS 4.2.A.iii | decoding words using advanced knowledge of syllable division patterns such as VV | | |
| TEKS 4.2.A.iv | decoding words using knowledge of prefixes | U1 Pt1: p. 32, U1 Pt1: p. 52, U1 Pt1: p. 78, U1 Pt1: p. 102, U1 Pt1: p. 145, U1 Pt1: p. 202, U1 Pt1: p. 224 | |
| TEKS 4.2.A.v | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | U1 Pt1: p. 120 | |
| TEKS 4.2.A.vi | identifying and reading high-frequency words from a research-based list | | |
| (B) demonstrate and apply spelling knowledge by: | | | |
| TEKS 4.2.B.i | spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | U1 Pt1: p. 120, U1 Pt1: p. 147, U1 Pt1: p. 226, U1 Pt1: p. 231 | U1 Pt1: p. 147, U1 Pt1: p. 231 |
| TEKS 4.2.B.ii | spelling homophones | U1 Pt1: p. 120, U1 Pt1: p. 147, U1 Pt1: p. 226, U1 Pt1: p. 231 | U1 Pt1: p. 147, U1 Pt1: p. 231 |
| TEKS 4.2.B.iii | spelling multisyllabic words with multiple sound-spelling patterns | U1 Pt1: p. 120, U1 Pt1: p. 147, U1 Pt1: p. 226, U1 Pt1: p. 231 | U1 Pt1: p. 147, U1 Pt1: p. 231 |
| TEKS 4.2.B.iv | spelling words using advanced knowledge of syllable division patterns | U1 Pt1: p. 120, U1 Pt1: p. 147, U1 Pt1: p. 226, U1 Pt1: p. 231 | U1 Pt1: p. 147, U1 Pt1: p. 231 |
| TEKS 4.2.B.v | spelling words using knowledge of prefixes | U1 Pt1: p. 266, U1 Pt1: p. 242, U1 Pt1: p. 316, U1 Pt1: p. 337 | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 4

| Unit 1, Part 1 | | Correlation—Teacher’s Guide | Power Hits |
|---|---|--|-------------------------------|
| TEKS 4.2.B.vi | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | | |
| TEKS 4.2.C | write legibly in cursive to complete assignments | | |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | | | |
| TEKS 4.3.A | use print or digital resources to determine meaning, syllabication, and pronunciation | U1 Pt1: p. 120, U1 Pt1: p. 142, U1 Pt1: p. 147 | U1 Pt1: p. 147 |
| TEKS 4.3.B | use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words | | |
| TEKS 4.3.C | determine the meaning of and use words with affixes such as <i>mis-</i> , <i>sub-</i> , <i>-ment</i> , and <i>-ity/ty</i> and roots such as <i>auto</i> , <i>graph</i> , and <i>meter</i> | U1 Pt1: p. 32; U1 Pt1: p. 52; U1 Pt1: p. 53; U1 Pt1: p. 78; U1 Pt1: p. 102; U1 Pt1: p. 120; U1 Pt1: p. 142; U1 Pt1: p. 145; U1 Pt1: p. 242; U1 Pt1: p. 264; U1 Pt1: p. 316; U1 Pt1: p. 337 | U1 Pt1: p. 53, U1 Pt1: p. 142 |
| TEKS 4.3.D | identify, use, and explain the meaning of homophones such as <i>reign/rain</i> | U1 Pt1: p. 120, U1 Pt1: p. 142, U1 Pt1: p. 144 | U1 Pt1: p. 144 |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | | | |
| TEKS 4.4 | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text | | |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently to self-select text and read independently for a sustained period of time. | | | |
| TEKS 4.5 | self-select text and read independently for a sustained period of time | | |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | | | |
| TEKS 4.6.A | establish purpose for reading assigned and self-selected texts | | |
| TEKS 4.6.B | generate questions about text before, during, and after reading to deepen understanding and gain information | | |
| TEKS 4.6.C | make, correct, or confirm predictions using text features, characteristics of genre, and structures | | |
| TEKS 4.6.D | create mental images to deepen understanding | | |
| TEKS 4.6.E | make connections to personal experiences, ideas in other texts, and society | U1 Pt1: p. 8, U1 Pt1: p. 12 | |
| TEKS 4.6.F | make inferences and use evidence to support understanding | U1 Pt1: p. 32; U1 Pt1: p. 36; U1 Pt1: p. 108; U1 Pt1: p. 112; U1 Pt1: p. 150; U1 Pt1: p. 154; U1 Pt1: p. 178; U1 Pt1: p. 181; U1 Pt1: p. 202; U1 Pt1: p. 205; U1 Pt1: p. 294; U1 Pt1: p. 298; U1 Pt1: p. 316; U1 Pt1: p. 320 | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 4

| Unit 1, Part 1 | | Correlation—Teacher’s Guide | Power Hits |
|---|--|--|-------------------|
| TEKS 4.6.G | evaluate details read to determine key ideas | U1 Pt1: p. 58; U1 Pt1: p. 61; U1 Pt1: p. 78; U1 Pt1: p. 82; U1 Pt1: p. 242; U1 Pt1: p. 246; U1 Pt1: p. 270; U1 Pt1: p. 273; U1 Pt1: p. 294; U1 Pt1: p. 298; U1 Pt1: p. 316; U1 Pt1: p. 320 | |
| TEKS 4.6.H | synthesize information to create new understanding | U1 Pt1: p. 8, U1 Pt1: p. 12 | |
| TEKS 4.6.I | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down | | |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | | | |
| TEKS 4.7.A | describe personal connections to a variety of sources including self-selected texts | | |
| TEKS 4.7.B | write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources | U1 Pt1: p. 32, U1 Pt1: p. 55 | |
| TEKS 4.7.C | use text evidence to support an appropriate response | U1 Pt1: p. 8, U1 Pt1: p. 16, U1 Pt1: p. 32, U1 Pt1: p. 36, U1 Pt1: p. 78, U1 Pt1: p. 82, U1 Pt1: p. 120, U1 Pt1: p. 124, U1 Pt1: p. 226, U1 Pt1: p. 235 | |
| TEKS 4.7.D | retell, paraphrase or summarize texts in ways that maintain meaning and logical order | U1 Pt1: p. 150, U1 Pt1: p. 171 | |
| TEKS 4.7.E | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | U1 Pt1: p. 78, U1 Pt1: p. 104, U1 Pt1: p. 108, U1 Pt1: p. 117, U1 Pt1: p. 150, U1 Pt1: p. 171, U1 Pt1: p. 178, U1 Pt1: p. 198 | |
| TEKS 4.7.F | Use newly acquired vocabulary as appropriate | U1 Pt1: p. 58, U1 Pt1: p. 61, U1 Pt1: p. 108, U1 Pt1: p. 112, U1 Pt1: p. 202, U1 Pt1: p. 225 | |
| TEKS 4.7.G | discuss specific ideas in the text that are important to the meaning | U1 Pt1: p. 120, U1 Pt1: p. 124, U1 Pt1: p. 150, U1 Pt1: p. 154, U1 Pt1: p. 178, U1 Pt1: p. 181 | |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | | | |
| TEKS 4.8.A | infer basic themes supported by text evidence | | |
| TEKS 4.8.B | explain the interactions of the characters and the changes they undergo | | |
| TEKS 4.8.C | analyze plot elements, including the rising action, climax, falling action, and resolution | | |
| TEKS 4.8.D | explain the influence of the setting, including historical and cultural settings, on the plot | | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 4

Unit 1, Part 1

Correlation—Teacher’s Guide

Power Hits

| | | | |
|---|--|---|---------------|
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | | | |
| TEKS 4.9.A | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales | | |
| TEKS 4.9.B | explain figurative language such as simile, metaphor, and personification that the poet uses to create images | | |
| TEKS 4.9.C | explain structure in drama such as character tags, acts, scenes, and stage directions | | |
| (D) recognize characteristics and structures of informational text, including: | | | |
| TEKS 4.9.D.i | the central idea with supporting evidence | | |
| TEKS 4.9.D.ii | features such as pronunciation guides and diagrams to support understanding | U1 Pt1: p. 8, U1 Pt1: p. 12, U1 Pt1: p. 32, U1 Pt1: p. 55 | U1 Pt1: p. 55 |
| TEKS 4.9.D.iii | organizational patterns such as compare and contrast | | |
| (E) recognize characteristics and structures of argumentative text by: | | | |
| TEKS 4.9.E.i | identifying the claim | U1 Pt1: p. 202, U1 Pt1: p. 205 | |
| TEKS 4.9.E.ii | explaining how the author has used facts for an argument | | |
| TEKS 4.9.F | identifying the intended audience or reader | | |
| TEKS 4.9.F | recognize characteristics of multimodal and digital texts | | |
| (10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to: | | | |
| TEKS 4.10.A | explain the author’s purpose and message within a text | | |
| TEKS 4.10.B | explain how the use of text structure contributes to the author’s purpose | | |
| TEKS 4.10.C | analyze the author’s use of print and graphic features to achieve specific purposes | | |
| TEKS 4.10.D | describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes | | |
| TEKS 4.10.E | identify and understand the use of literary devices, including first- or third-person point of view; | | |
| TEKS 4.10.F | discuss how the author’s use of language contributes to voice | | |
| TEKS 4.10.G | identify and explain the use of anecdote | | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 4

Unit 1, Part 1

Correlation—Teacher’s Guide

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|---|---|--|
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | | |
| TEKS 4.11.A | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping | U1 Pt1: p. 178, U1 Pt1: p. 198, U1 Pt1: p. 226, U1 Pt1: p. 238, U1 Pt1: p. 270, U1 Pt1: p. 290, U1 Pt1: p. 294 |
| (B) develop drafts into a focused, structured, and coherent piece of writing by: | | |
| TEKS 4.11.B.i | organizing with purposeful structure, including an introduction, transitions, and a conclusion | |
| TEKS 4.11.B.ii | developing an engaging idea with relevant details | |
| TEKS 4.11.C | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity | U1 Pt1: p. 294, U1 Pt1: p. 313 |
| (D) edit drafts using standard English conventions, including: | | |
| TEKS 4.11.D | edit drafts using standard English conventions | |
| TEKS 4.11.D.i | complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments | U1 Pt1: p. 242, U1 Pt1: p. 262, U1 Pt1: p. 313, U1 Pt1: p. 316, U1 Pt1: p. 336 |
| TEKS 4.11.D.ii | past tense of irregular verbs | |
| TEKS 4.11.D.iii | singular, plural, common, and proper nouns | U1: p. 242; U1: p. 262; U1 Pt1: p.313, U1: p. 316; U1: p. 336 |
| TEKS 4.11.D.iv | adjectives, including their comparative and superlative forms | U1 Pt1: p. 32, U1 Pt1: p. 51, U1 Pt1: p. 202, U1 Pt1: p. 223, U1 Pt1: p. 313 U1 Pt1: p. 316, U1 Pt1: p. 336 |
| TEKS 4.11.D.v | adverbs that convey frequency and adverbs that convey degree | U1 Pt1: p. 120, U1 Pt1: p. 142, U1 Pt1: p. 202, U1 Pt1: p. 223, U1 Pt1: p. 313, U1 Pt1: p. 316, U1 Pt1: p. 336 |
| TEKS 4.11.D.vi | prepositions and prepositional phrases | U1 Pt1: p. 78, U1 Pt1: p. 100 |
| TEKS 4.11.D.vii | pronouns, including reflexive cases | |
| TEKS 4.11.D.viii | coordinating conjunctions to form compound subjects, predicates, and sentences | |
| TEKS 4.11.D.ix | capitalization of historical periods, events and documents; titles of books; stories and essays; and languages, races, and nationalities | U1 Pt1: p. 226, U1 Pt1: p. 231 |
| TEKS 4.11.D.x | punctuation marks including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue | U1 Pt1: p. 313 |
| TEKS 4.11.D.xi | correct spelling of words with gradeappropriate orthographic patterns and rules and high-frequency words | U1 Pt1: p. 313 |
| TEKS 4.11.E | publish written work for appropriate audiences | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 4

Unit 1, Part 1

Correlation—Teacher’s Guide

Power Hits

| | | Correlation—Teacher’s Guide | Power Hits |
|--|---|--|--|
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | | | |
| TEKS 4.12.A | compose literary texts such as personal narratives and poetry using genre characteristics and craft | | |
| TEKS 4.12.B | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | U1 Pt1: p. 58, U1 Pt1: p. 74, U1 Pt1: p. 78, U1 Pt1: p. 108, U1 Pt1: p. 117 | |
| TEKS 4.12.C | compose argumentative texts, including opinion essays, using genre characteristics and craft | U1 Pt1: p. 226, U1 Pt1: p. 238, U1 Pt1: p. 239, U1 Pt1: p. 240, U1 Pt1: p. 270, U1 Pt1: p. 290, U1 Pt1: p. 293, U1 Pt1: p. 294, U1 Pt1: p. 313 | U1 Pt1: p. 239, U1 Pt1: p. 240, U1 Pt1: p. 290, U1 Pt1: p. 293, U1 Pt1: p. 313 |
| TEKS 4.12.D | compose correspondence that requests information | | |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | | | |
| TEKS 4.13.A | generate and clarify questions on a topic for formal and informal inquiry | | |
| TEKS 4.13.B | develop and follow a research plan with adult assistance | | |
| TEKS 4.13.C | identify and gather relevant information from a variety of sources | | |
| TEKS 4.13.D | Identify primary and secondary sources | U1 Pt1: p. 316, U1 Pt1: p. 320, U1 Pt1: p. 330 | U1 Pt1: p. 330 |
| TEKS 4.13.E | demonstrate understanding of information gathered | | |
| TEKS 4.13.F | recognize the difference between paraphrasing and plagiarism when using source materials | | |
| TEKS 4.13.G | develop a bibliography | | |
| TEKS 4.13.H | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 4

Unit 1, Part 1

Correlation—Teacher’s Guide

Power Hits

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

| | | | |
|----------|---|--|--|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English | U1 pt1: p. 143 | |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources | | |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary | U1 pt1: p. 55, U1 pt1: p. 104 | |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known) | U1 pt1: p. 62, U1 pt1: p. 83, U1 pt1: p. 139 | |
| ELPS 1.F | use accessible language and learn new and essential language in the process | U1 pt1: p. 139 | |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

| | | | |
|----------|--|--|--|
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions | U1 pt1: p. 17, U1 pt1: p. 83, U1 pt1: p. 260, U1 pt1: p. 267, U1 pt1: p. 311 | |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | U1 pt1: p. 62, U1 pt1: p. 143 | |
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language | U1 pt1: p. 49, U1 pt1: p. 62, U1 pt1: p. 143, U1 pt1: p. 241 | |
| ELPS 2.I | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs | U1 pt1: p. 49, U1 pt1: p. 62, U1 pt1: p. 83 | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 4

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|---|--|--|
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p> | | |
| ELPS 3.B | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | U1 pt1: p. 49 |
| ELPS 3.C | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | |
| ELPS 3.D | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | U1 pt1: p. 62, U1 pt1: p. 102, U1 pt1: p. 143 |
| ELPS 3.E | share information in cooperative learning interactions | U1 pt1: p. 62, U1 pt1: p. 83, U1 pt1: p. 241, U1 pt1: p. 260, U1 pt1: p. 267 |
| ELPS 3.F | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | U1 pt1: p. 52 |
| ELPS 3.G | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and gradeappropriate academic topics | U1 pt1: p. 241, U1 pt1: p. 311 |
| ELPS 3.H | narrate, describe, and explain with increasing specificity and detail as more English is acquired | |
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | | |
| ELPS 4.C | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials | U1 pt1: p. 118 |
| ELPS 4.D | use prereading supports such as graphic organizers, illustrations, and pretaught topicrelated vocabulary and other prereading activities to enhance comprehension of written text | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 4

| Unit 1, Part 1 | | Correlation—Teacher’s Guide | Power Hits |
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| ELPS 4.E | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned | U1 pt1: p. 17, U1 pt1: p. 235 | |
| ELPS 4.F | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language | U1 pt1: p. 16, U1 pt1: p. 17, U1 pt1: p. 52, U1 pt1: p. 83, U1 pt1: p. 115, U1 pt1: p. 139, U1 pt1: p. 155, U1 pt1: p. 197, U1 pt1: p. 224, U1 pt1: p. 235, U1 pt1: p. 334 | |
| ELPS 4.G | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs | U1 pt1: p. 172, U1 pt1: p. 260 | |
| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | | | |
| ELPS 5.A | learn relationships between sounds and letters of the English language to represent sounds when writing in English | U1 pt1: p. 147 | |
| ELPS 5.B | write using newly acquired basic vocabulary and content-based grade-level vocabulary | U1 pt1: p. 55, U1 pt1: p. 104, U1 pt1: p. 172, U1 pt1: p. 200, U1 pt1: p. 289 | |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | U1 pt1: p. 147 | |
| ELPS 5.D | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired | U1 pt1: p. 313, U1 pt1: p. 336 | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 4

Unit 1, Part 1

| Unit 1, Part 1 | | Correlation—Teacher’s Guide | Power Hits |
|----------------|--|---|------------|
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly | | |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | U1 pt1: p. 76, U1 pt1: p. 118, U1 pt1: p. 313 | |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | U1 pt1: p. 291 | |

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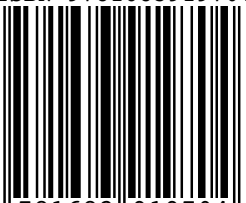
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