Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

THE MIDDLE AGES



GRADE 4 UNIT 4 | ACTIVITY BOOK

EDITION 1

Grade 4 | Unit 4

The Middle Ages

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

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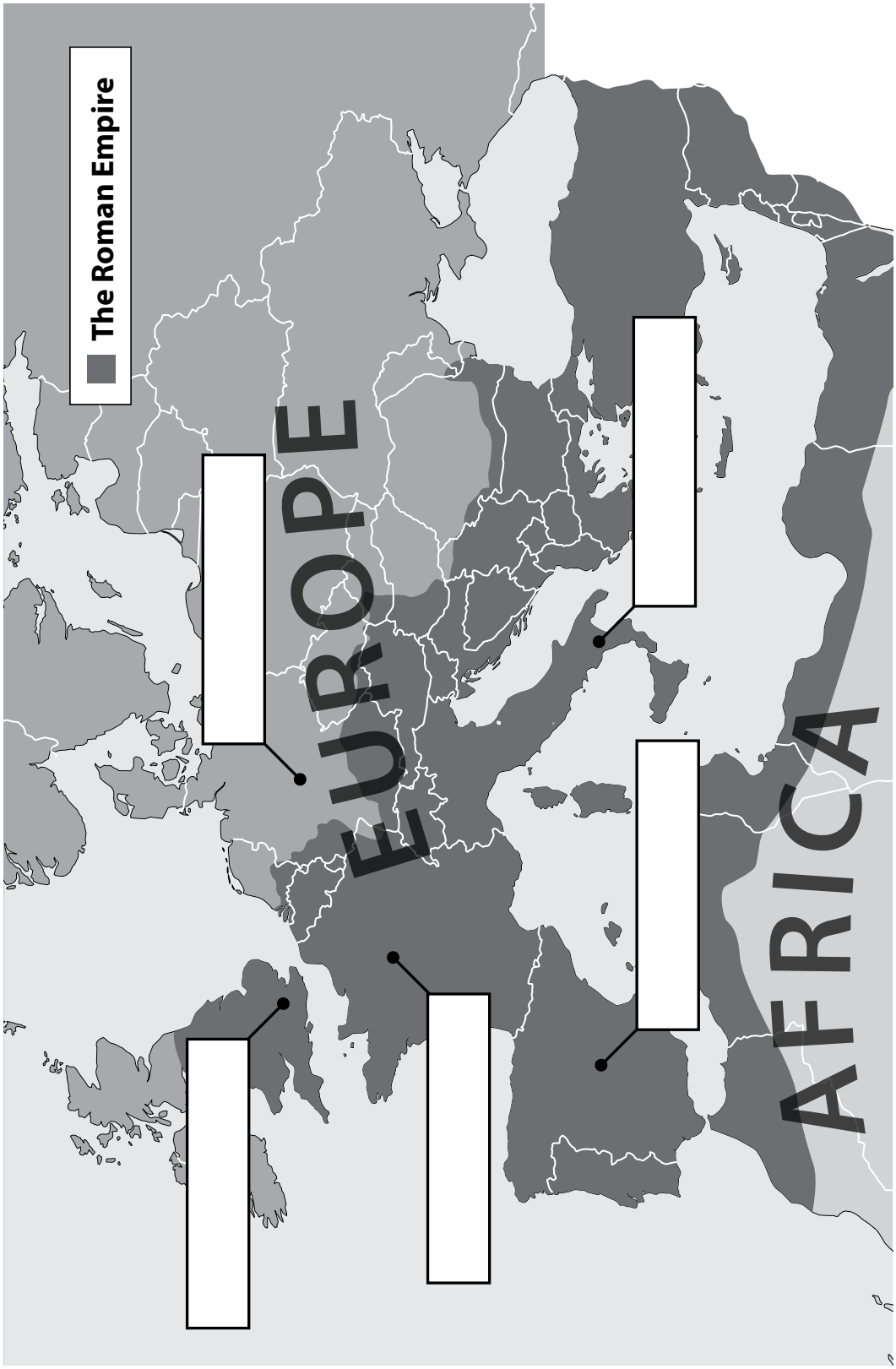
Unit 4
The Middle Ages
Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 4 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

Label a Map



NAME: _____

DATE: _____

1.2 ACTIVITY PAGE

Vocabulary for "Welcome to the Middle Ages"

1. **medieval**, ***adj.*** of or relating to the Middle Ages (**2**)

2. **transform**, ***v.*** to change something completely, usually in a positive way (**transforming**) (**2**)

3. **empire**, ***n.*** a group of countries or regions controlled by one ruler or one government (**emperor**) (**2**)

4. **seize**, ***v.*** to take (**2**)

5. **loot**, ***v.*** to steal things by force, often after a war or destruction (**looted**) (**3**)

6. **infamous**, ***adj.*** well-known for being bad (**3**)

7. **papacy**, ***n.*** the office or the position of the pope (**4**)

8. **nobleman**, ***n.*** a member of the highest social class (**noblemen**) (**7**)

NAME: _____

DATE: _____

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)

NAME: _____

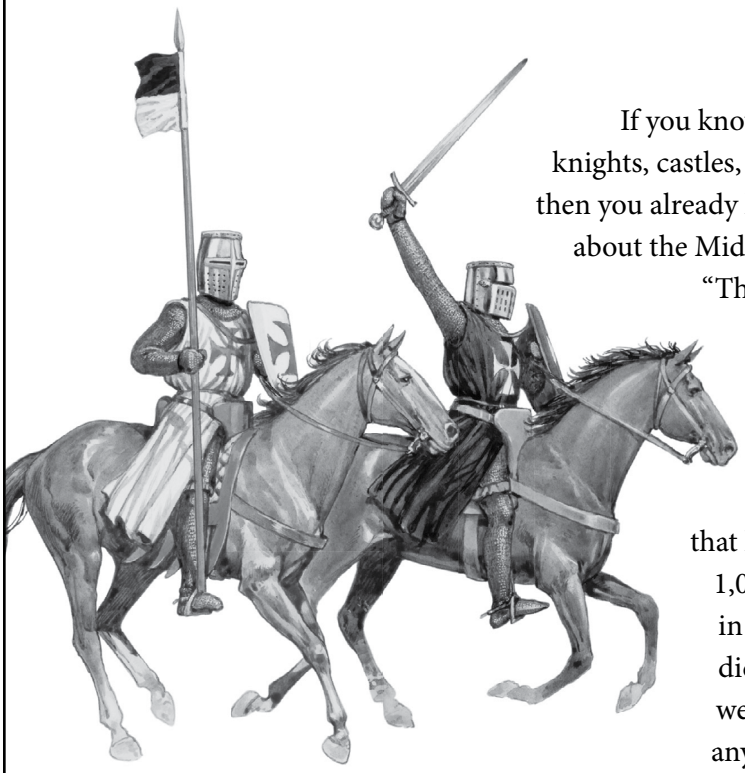
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1.4 TAKE-HOME

Chapter 1

Welcome to the Middle Ages

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

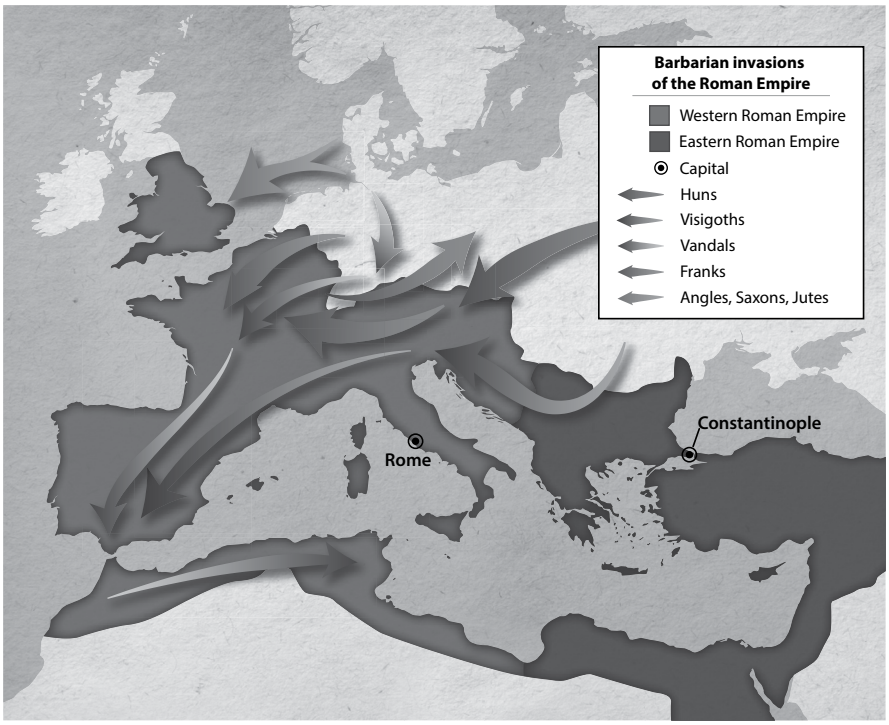


Medieval knights riding into battle

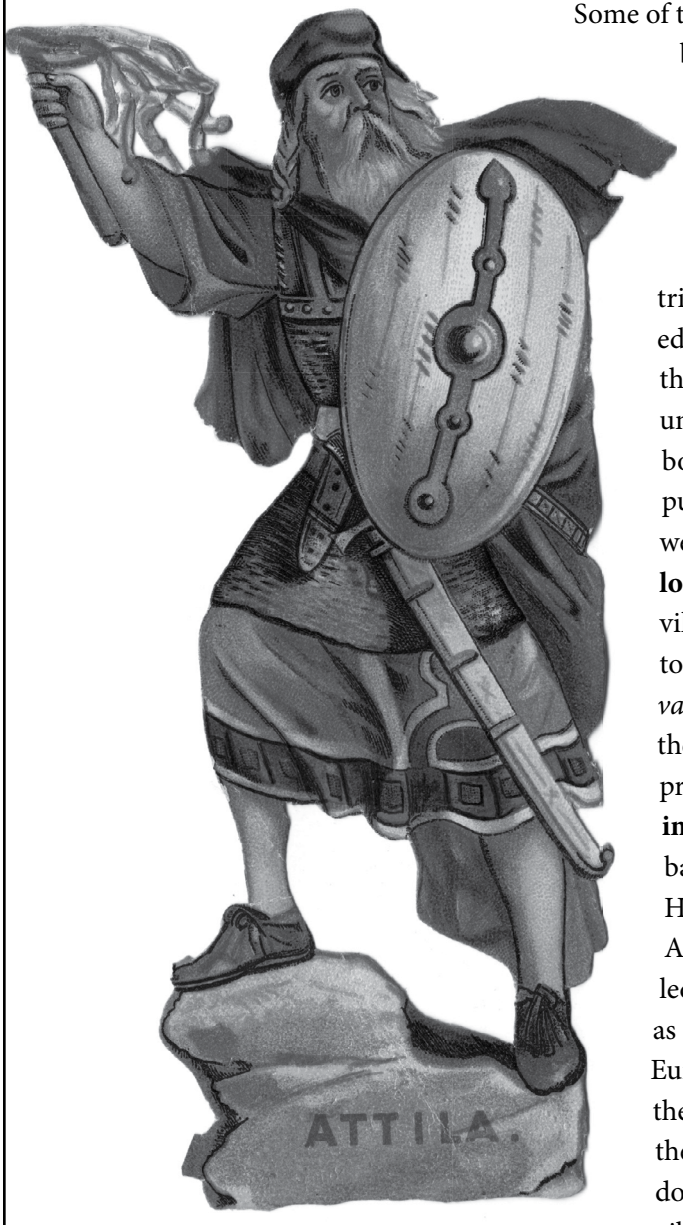
If you know anything about knights, castles, or Robin Hood, then you already know something about the Middle Ages in Europe. "The Middle Ages" may seem to be an unusual name for a historical period—especially one that lasted for more than 1,000 years. People in the Middle Ages did not know they were 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.

1

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.



2



Attila the Hun

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.

3

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.

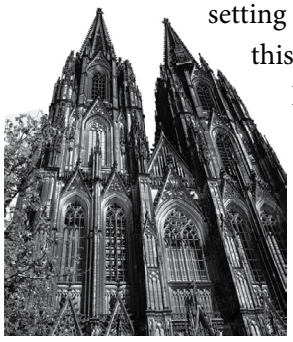
In one of the Germanic regions, a great ruler emerged. His name was Charles, and he took control of much of the land that later became France. Charles ruled for more than 45 years. He increased the size of his empire by gaining land in areas that are now part of Germany, Austria, Italy, and Spain. As king, Charles defended the authority of the Church. He promoted the spread of Christianity. On Christmas Day, in 800 AD, 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 AD.

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.

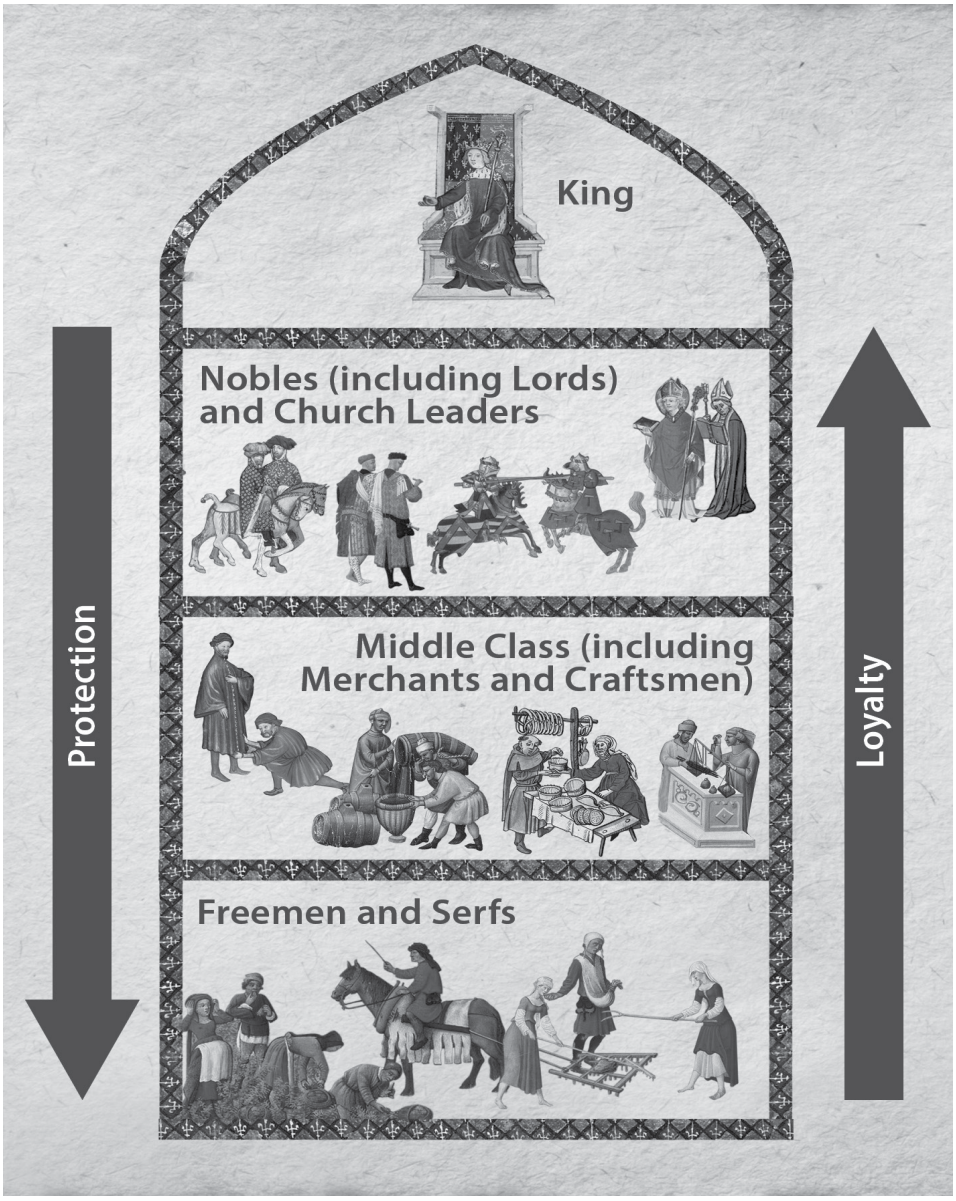
Life in the Middle Ages was not the same as it is now. For one thing, people who lived back then probably thought about time differently. Many people measured time by the rising and setting of the sun and the passing of the seasons. For this reason, life likely had a slower, steadier pace. In addition,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



Cologne Cathedral took 632 years 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.

5



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.

6

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 the Reader for this Unit, 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?

7

NAME: _____

DATE: _____

Answer the following questions on the lines provided. Remember to answer in complete sentences, using information from the text to support your answers.

1. Were people from different areas in the Middle Ages able to communicate easily with one another? Why or why not?

_____

_____

_____

Page(s) _____

2. Name three transforming events leading up to the Middle Ages in Europe.

_____

_____

_____

_____

Page(s) _____

3. What was the Black Death or plague, and how did it start and spread during the Middle Ages?

_____

_____

_____

Page(s) _____

NAME: _____

DATE: _____

Glossary for *Middle Ages*

A

acquire, ***v.*** to get (**acquired**)

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

ancestral, ***adj.*** related to a person's relatives from long ago

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**)

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

anchored, ***adj.*** strongly connected

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

assassination, ***n.*** the act of killing a well-known or important person

B

ballad, ***n.*** a simple song, usually telling a story (**ballads**)

bear, ***v.*** to carry or include (**bears**)

C

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**)

consult, ***v.*** to ask someone for advice or information

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

D

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

determination, ***n.*** a quality that makes you keep trying to do something difficult

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 uniqe words and pronunciations (**dialects**)

dirk, ***n.*** a long knife

draw, ***v.*** to take something out of a container, pocket, or safe place (**drew**)

E

emblem, ***n.*** an image representing something

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

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

exquisite, ***adj.*** extremely beautiful

F

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

foe, ***n.*** enemy

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

H

hostelry, ***n.*** inn or hotel

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

humiliation, ***n.*** a feeling of embarrassment and shame

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

I

indeed, ***adv.*** without any question

inevitable, ***adj.*** will happen and can't be stopped

infamous, ***adj.*** well-known for being bad

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

innocent, ***adj.*** not guilty of a crime or other bad act (**innocence**)

L

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

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

mass, ***adj.*** widespread, or affecting many people

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

multitude, ***n.*** a large number of things or people

N

negotiation, ***n.*** a conversation between people trying to reach an agreement (**negotiations**)

nevertheless, ***adv.*** in spite of what was just said, however

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

P

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

penetrate, ***v.*** to go through or into something

perish, ***v.*** to die or be destroyed (**perished**)

pestilence, ***n.*** a deadly disease

pilgrim, ***n.*** someone who travels for religious reasons (**pilgrims**)

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

pursue, ***v.*** to follow to capture; try to accomplish (**pursued**)

R

ransom, ***n.*** money that is paid to free someone who was captured

reign, ***n.*** the time during which a king, queen, or other monarch rules a country

repute, ***n.*** the opinion generally held of someone or something

resistance, ***n.*** an effort made to stop or fight against someone or something

restore, ***v.*** to give back or put back into existence

retreat, ***v.*** to back away from danger (**retreated**; ***n.*** **retreats**)

rival, ***adj.*** competing

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

S

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

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

sheaf, ***n.*** a bundle with many of the same thing

shire, ***n.*** county

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

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

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

T

tactic, ***n.*** a 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**)

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

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

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

treason, ***n.*** the crime of being disloyal to one's country

truce, ***n.*** an agreement to stop fighting (**truces**)

U

unravel, ***v.*** to come undone or fall apart

unsettling, ***adj.*** makes people nervous, worried, or upset

V

valiant, ***adj.*** brave

W

worthy, ***adj.*** deserving (**worthiness**)

NAME: _____

DATE: _____

2.1 ACTIVITY PAGE

Vocabulary for "To the Manor Born"

1. **lord**, ***n.*** a man in the upper class who ruled over a large area of land (**9**)

2. **lady**, ***n.*** a female member of the nobility (**9**)

3. **privileged**, ***adj.*** having more advantages, opportunities, or rights than most people (**9**)

4. **rival**, ***adj.*** competing (**12**)

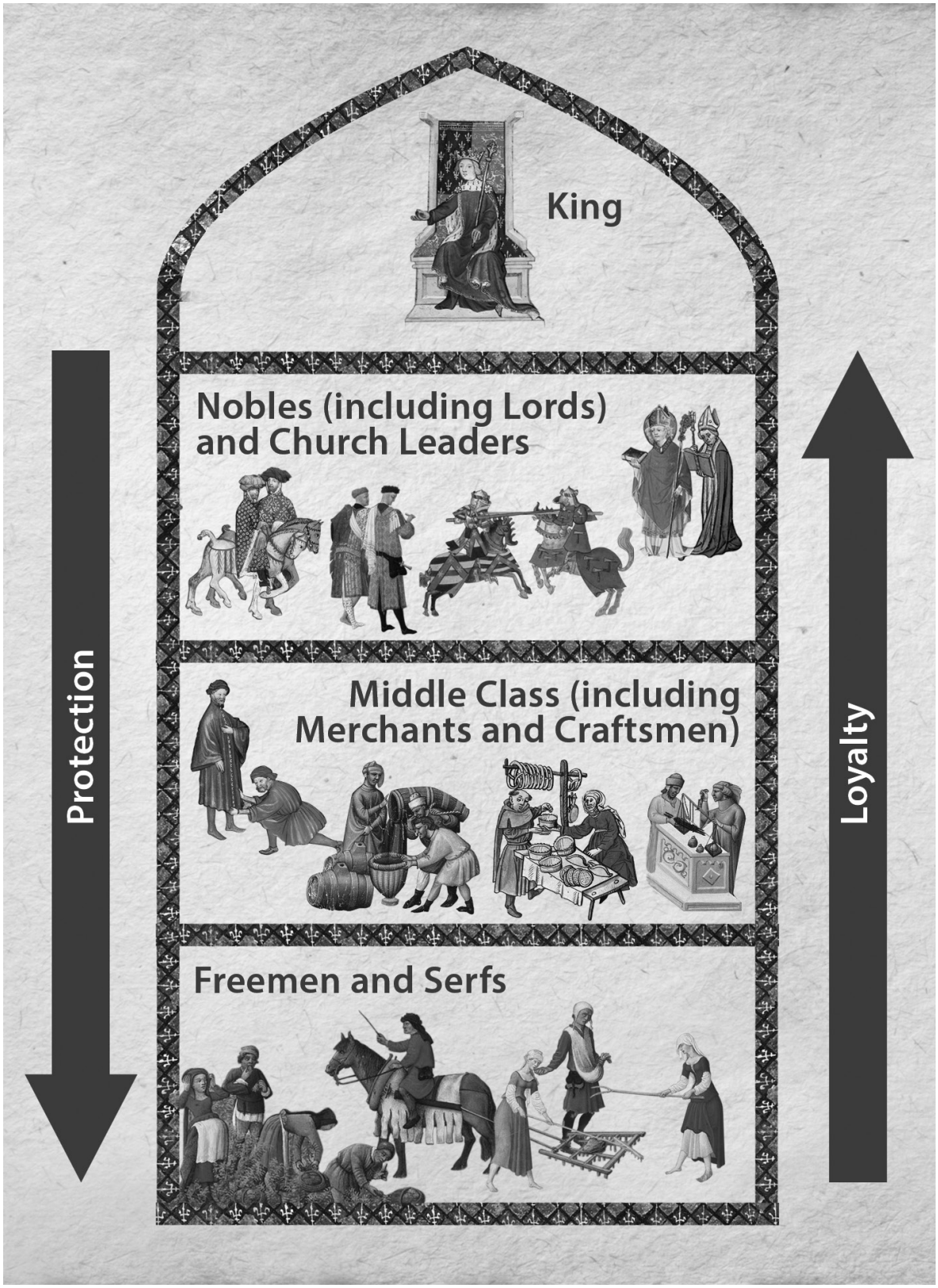
5. **loyal**, ***adj.*** showing complete faithfulness and support (**loyalty**) (**12**)

6. **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 (**14**)

NAME: _____

DATE: _____

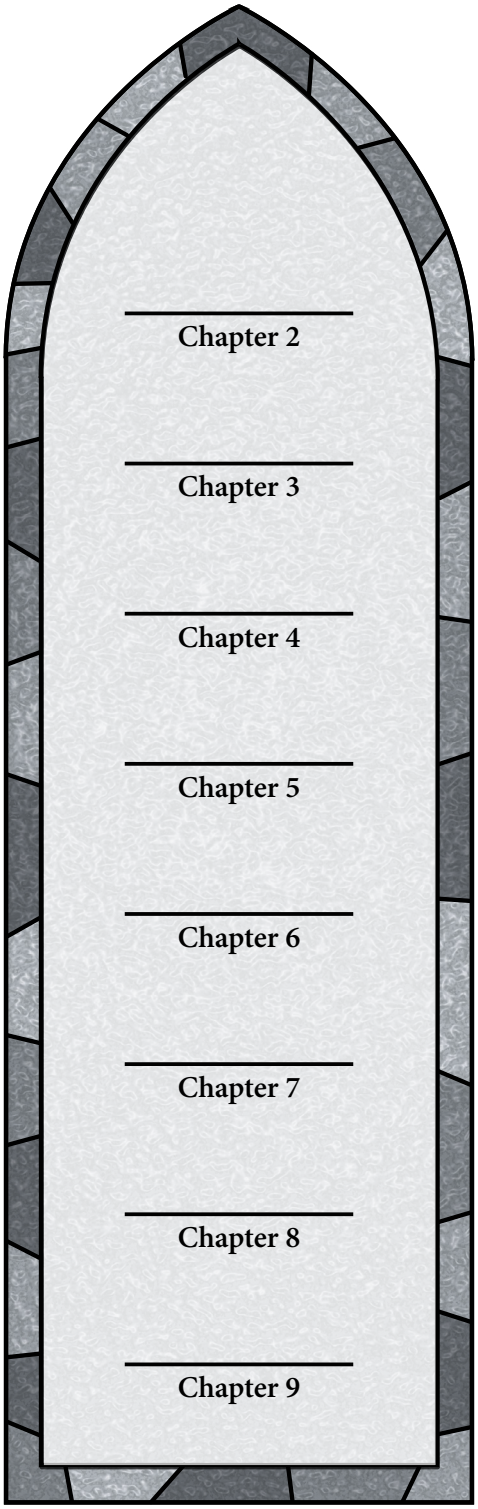
The Feudal System Hierarchy



NAME: _____

DATE: _____

The Middle Ages Letter Quest

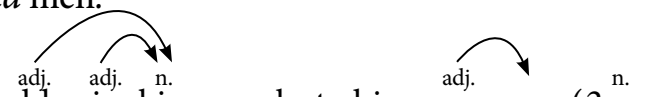


NAME: _____

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. The information following each sentence provides a clue about the number of nouns and adjectives you should find in each sentence. Take notice of the plural form of the noun. We use "s" for most nouns, but use other plural forms for irregular nouns such as* children *and* men.



Example: The old, wise king speaks to his 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. What change should be made to this sentence?
    The serfs worked for the lord of bluestone Manor.

    A. Change *serfs* to **Serfs**

    B. Change *lord* to **Lord**

    C. Change *The* to **the**

    D. Change *bluestone* to **Bluestone**

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)_____ goal; we all want to learn new things about the world.

2. Animals love Vern because he speaks to them in a(n) _____ voice and walks up to them very slowly.

3. My baby sister is _____, as she cries to tell us what she needs rather than asking for things.

4. We always make sure to cut the cake into _____ pieces so no one can brag that they received the biggest piece.

5. Sometimes teachers give _____ instructions where they say what to do; other times there are written instructions that we can read ourselves.

6. Kate and Max discovered something _____ 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 _____," 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.

Challenge: Write a sentence using one of your own *un–* and *non–* words.

NAME: _____

DATE: _____

2.6 ACTIVITY PAGE

Graphic Organizer: Lords and Serfs

	Lords	Serfs
Homes		
Work		
Clothing		
Food		
Amount of Power		

NAME: _____

DATE: _____

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. 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 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.

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.









NAME: _____

DATE: _____

4.1 ACTIVITY PAGE

Vocabulary for "Gloomy Castles and Jousting Knights"

1. **armor**, ***n.*** a protective metal covering used to keep a person safe from injury during battle (**armored**) (**17**)

2. **esteemed**, ***adj.*** highly regarded; admired (**17**)

3. **influential**, ***adj.*** having power to change or affect important things or people (**18**)

4. **title**, ***n.*** a name that describes a person's job or status (**18**)

5. **aspiring**, ***adj.*** hoping to be or become something (**19**)

6. **enclose**, ***v.*** to surround; close in (**enclosed**) (**22**)

7. **siege**, ***n.*** a situation in which soldiers or police officers surround a city or building to try to take control of it (**22**)

NAME: _____

DATE: _____

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?

Page(s) _____

2. Describe two differences between foot soldiers and knights.

Page(s) _____

3. What training did aspiring knights have to complete? How might each step of the training prepare them for knighthood?

Page(s) _____

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.

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) _____

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.

Page(s) _____

Challenge: Within feudal society, do you think knights were more loyal to lords or serfs? Explain your answer, using the word *because* to introduce reasons.

NAME: _____

DATE: _____

Noun

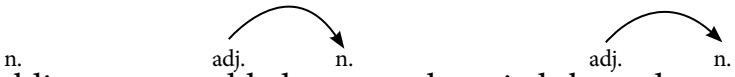
Adjective

NAME: _____

DATE: _____

Practice Nouns and Adjectives

Write n. *above the nouns and* adj. *above the adjectives. Draw an arrow from the adjective to the noun it describes.*



Example: Soldiers wore padded coats and carried sharp daggers.

1. A lance is a long, wooden pole with a metal tip.

2. The best knight at a joust won an expensive diamond.

3. Little farms covered the royal land.

4. Castles were safe places to store food and weapons.

5. Traveling entertainers performed in the castle.

Create a sentence using the given adjective/noun pair.

1. brave knights

2. wealthy lords

3. gloomy castle

NAME: _____

DATE: _____

Practice Using Prefixes *un–* and *non–*

Write the best word to complete each sentence.

1. Please only take one piece of candy. Any more than that is

   _____.
   (unfamiliar, familiar, unnecessary, necessary)

2. Stef is _____ because the rain cancelled her soccer game.
   (unhappy, happy, unequal, equal)

3. We could tell the baby bird was scared so my dad spoke to it in a calm,

   _____ voice.
   (nonessential, essential, nonthreatening, threatening)

4. In a library, it is best to communicate using _____
   (nonliving, living, nonverbal, verbal)
   signals, because talking is not allowed.

5. Paint used for bowls and cups must be _____
   (nontoxic, toxic, nonessential, essential)
   because the dishes must be safe for people to use for eating and drinking.

6. It is _____that my mom lets us eat dessert before
   (uncommon, common, unhappy, happy)
   dinner!

For each word, write a sentence using the word.

1. unfamiliar

2. nonessential

3. nontoxic

4. common

NAME: _____

DATE: _____

4.6 TAKE-HOME

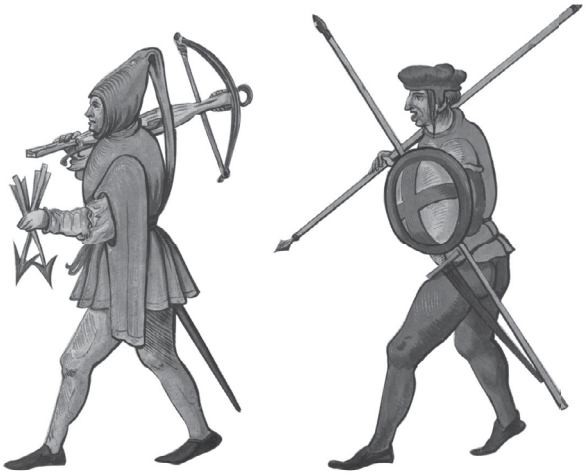
Chapter 3

Gloomy Castles and Jousting Knights

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

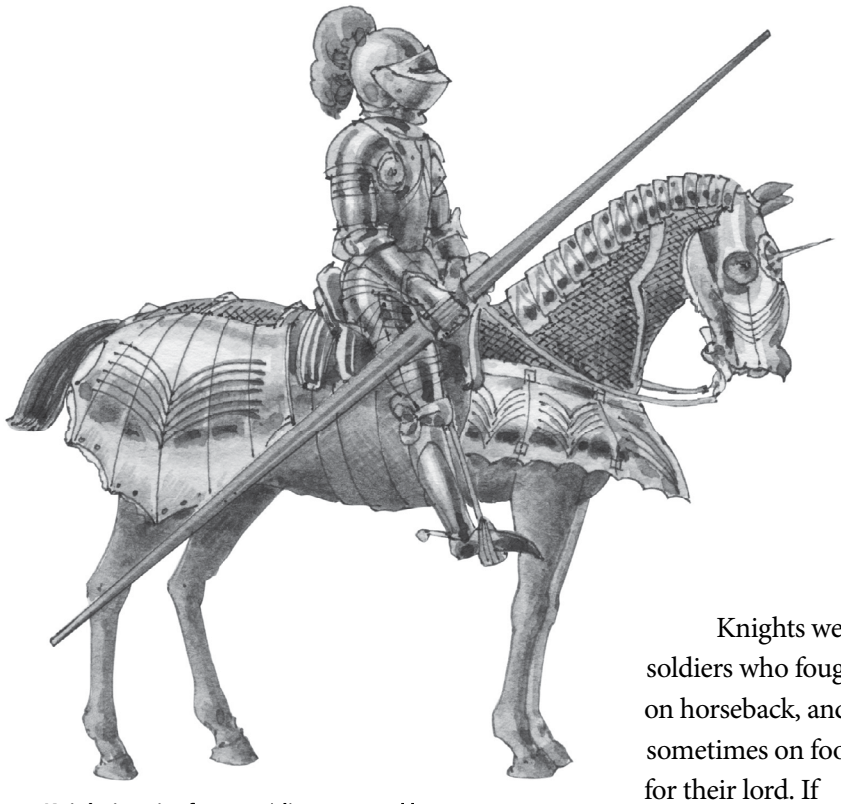
Whether rich or poor, young men in the Middle Ages learned how to use a weapon of some kind. Rivalries between nobles, wars with other nations, even violence between neighbors required that they be able to fight. When a lord needed to raise an army, he turned to those he governed.

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

17



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**.

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

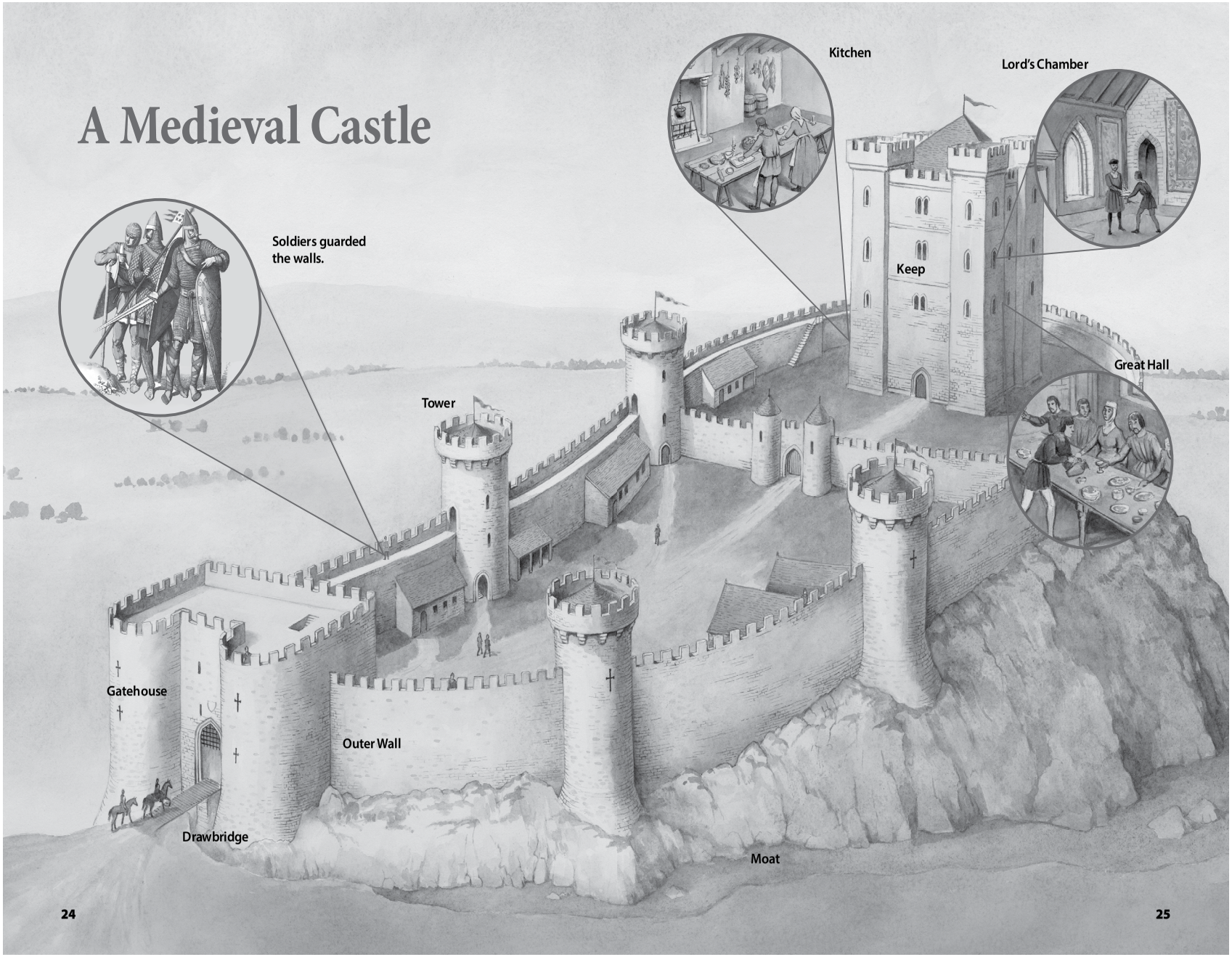
Castle walls sometimes **enclosed** a series of small buildings, like a little town. The castle had a water supply within the walls. Residents also needed a good supply of food inside so they could withstand a **siege**. For added protection, some castles were surrounded by moats. The moat was a deep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

22


A Medieval Castle
Kitchen
Lord's Chamber
Soldiers guarded the walls.
Keep
Great Hall
Tower
Gatehouse
Outer Wall
Drawbridge
Moat
24
25

NAME: _____

DATE: _____

5.1 ACTIVITY PAGE

Vocabulary for "Merchants, Markets, and Mud: Towns in the Middle Ages"

1. **fuel**, ***v.*** to give strength to or cause something to happen (**fueled**) (**29**)

2. **merchant**, ***n.*** someone who buys and sells things; the owner of a store (**merchants**) (**29**)

3. **emerge**, ***v.*** to become known or come into existence (**emerged**) (**29**)

4. **thrive**, ***v.*** to grow and succeed (**30**)

5. **hustle and bustle**, ***n.*** a great deal of activity and noise (**30**)

6. **curfew**, ***n.*** an order or law requiring people to be in their homes at a certain time, usually at night (**32**)

7. **tavern**, ***n.*** a place where people can get drinks and a meal or sleep while traveling (**taverns**) (**33**)

8. **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**) (**33**)

9. **advise**, ***v.*** to give a suggestion about how something should be done (**35**)

NAME: _____

DATE: _____

5.2 ACTIVITY PAGE

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

As you and your partner read Chapter 4, "Merchants, Markets, and Mud: Towns in the Middle Ages," answer the following questions in complete sentences.

1. Where did most people live in the early part of the Middle Ages? Where did some people move between 1000 AD and 1300 AD?

   _____

   _____

   _____

   Page(s) _____

2. How did trade change where and how people lived during the Middle Ages?

   _____

   _____

   _____

   Page(s) _____

3. As more people became involved in trade and commerce, what group grew in importance?

   _____

   Page(s) _____

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

Page(s) _____

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

Page(s) _____

6. Put the following three steps into the order in which they take place: journeyman, master craftsman, apprentice

Page(s) _____

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) _____

NAME: _____

DATE: _____

5.3 ACTIVITY PAGE

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

NAME: _____

DATE: _____

5.4 TAKE-HOME

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.

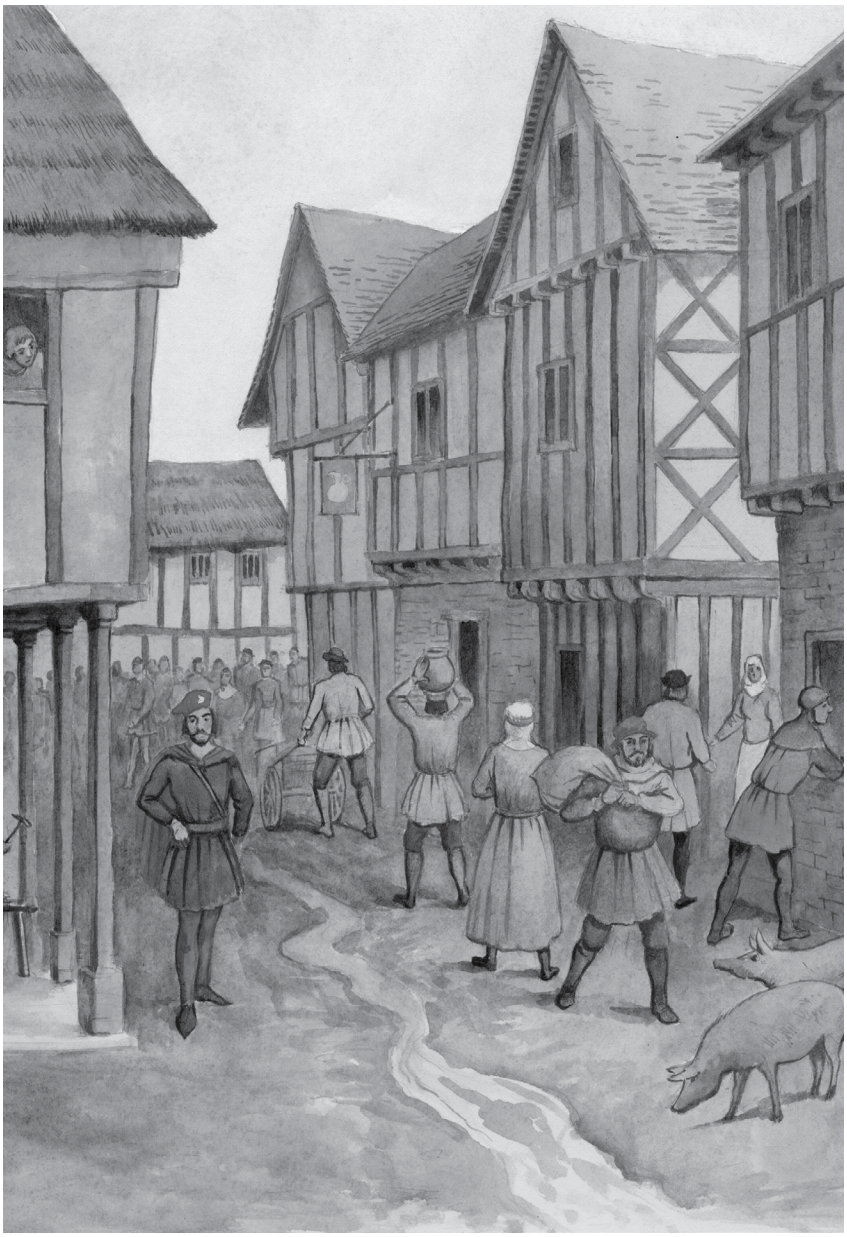
As you make your way through the muddy streets, you hear the sound of church bells. They ring out to sound the hour and to call people to church.



Metalworker's stall in medieval market

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

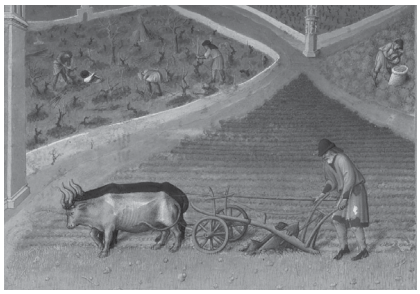
27



Streets in medieval towns were often crowded and muddy.

28

In the early part of the Middle Ages, most people lived in the countryside. Between the years 1000 and 1350 AD, **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

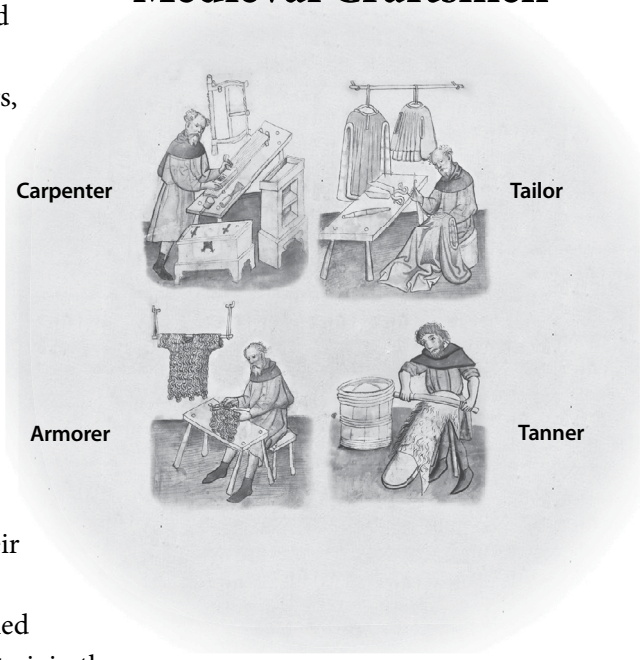
With this growth in trade, an increased number of people became involved in commerce, or business. As a result, a class of people, called the middle class, grew in importance. **Merchants** and craftsmen were part of the middle class. Towns grew as the middle class created successful businesses, and therefore jobs. Some merchants became rich and influential members of town communities.



Merchants and artisans sold goods in town markets.

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.

Medieval Craftsmen

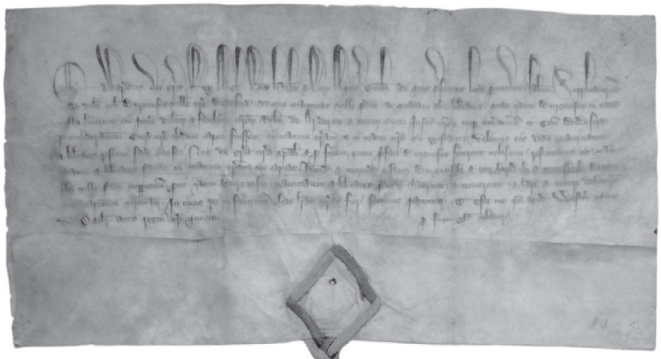


Not only did merchants **thrive**, so too did skilled craftsmen, such as carpenters, papermakers, glassmakers, and blacksmiths. Skilled craftsmen were also important members of town communities. They made and sold their goods in the towns in which they lived and worked. Just like merchants, skilled craftsmen 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.

There was a certain pattern to daily life in towns in the Middle Ages. From Monday to Saturday, towns were busy with the **hustle and bustle** of street vendors, shopkeepers, craftsmen, and market sellers. 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.



Town scene in medieval manuscript



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.

31

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



Rats spread disease in towns.

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.

NAME: _____

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?

Page(s) _____

2. What were two negative things about life in a town in the Middle Ages?

Page(s) _____

NAME: _____

DATE: _____

Life During the Middle Ages

Life on a Manor	Life in a Town

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 quietly in pain on the way to the vet's office.

adv.

How did the puppy whimper? quietly
(quiet)

1. We waited _____ for the day of the field trip to arrive.
(eager)

   How did we wait? _____

2. The team cheered _____ when the winning goal was scored.
(loud)

   How did the team cheer? _____

3. I organized my things _____ when I cleaned out my desk.
(neat)

   How did I organize my things? _____

4. My mother taught us to speak _____ to adults.
(polite)

   How did my mother teach us to speak to adults? _____

5. The farmer spoke _____ to the scared horse.
(calm)

   How did the farmer speak? _____

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

2. quickly

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 _____ us to do well in the recital!

2. People _____ knights with protecting the weak during the Middle Ages.

3. There were lots of police cars along the highway this morning to _____ the seatbelt law.

4. You just can't get mad at puppies—their sweet little eyes and cute noses always _____ them to anyone they meet.

5. Swimming during a thunderstorm can _____ your life because you could be struck by lightning.

6. The serfs' fields _____ 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.

_____

_____

NAME: _____

DATE: _____

6.4 TAKE-HOME

Spelling Words

The following is a list of spelling words. These are content words related to the Empires in the Middle Ages *Reader.*

During Lesson 10, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

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

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words throughout the week.

Spelling Word	Definition
acquire	to get
establish	to put and settle into place
loyalty	faithfulness
promote	to help or encourage growth
retreat	to back away from danger
seize	to take
surrender	to give up to a more powerful force
thrive	to grow and succeed
transform	to change something completely, usually in a positive way
unravel	to come undone or fall apart

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	loyalty	thrive
surrender	promote	acquire	establish	unravel

Positive	**Negative**

List the spelling words in alphabetical order.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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 _____ in a puddle on the edge of a narrow street.

As you move _____ through the crowd, you spot rats.

As you make your way _____ through the muddy streets, you hear the sound of church bells.

They ring out _____ to sound the hour and call people to church.

NAME: _____

DATE: _____

7.1 ACTIVITY PAGE

Vocabulary for "The Power of the Church"

1. **summon**, ***v.*** to call or send for someone (**39**)

2. **anchored**, ***adj.*** strongly connected (**39**)

3. **fast**, ***v.*** to eat little or no food (**fasting**) (**39**)

4. **rose window**, ***n.*** a circular stained-glass window in a church that contains a pattern near the center (**rose windows**) (**39**)

5. **spire**, ***n.*** a tall, cone-shaped structure at the top of a building (**spires**) (**39**)

6. **devote**, ***v.*** to give time or attention to something (**devoted**) (**40**)

7. **exquisite**, ***adj.*** extremely beautiful (**42**)

8. **destined**, ***adj.*** certain to become something or do something (**43**)

9. **humble**, ***adj.*** not thinking you are better than others (**43**)

10. **sacred**, ***adj.*** holy; deserving special respect (**44**)

NAME: _____

DATE: _____

Graphic Organizer: Knights, Craftsmen, Monks, and Nuns

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

NAME: _____

DATE: _____

Excerpt from "Gloomy Castles and Jousting Knights"

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.

19

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.

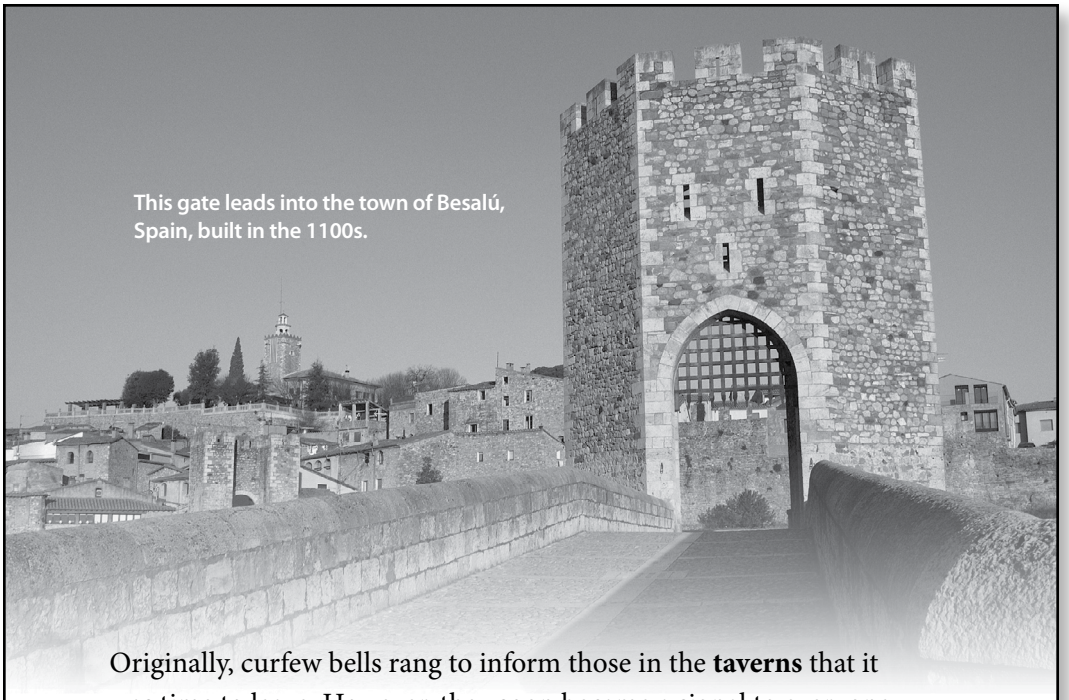


A knight was expected to guard and protect weaker members of society.

NAME: _____

DATE: _____

Excerpt from "Merchants, Markets, and Mud: Towns in the Middle Ages"



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

33



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.

NAME: _____

DATE: _____

Excerpt from "The Power of the Church"

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.



Novice

Life within a monastery certainly is hard. However, you are assured of a place to sleep, clothing, food, medical care, and an education. 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.

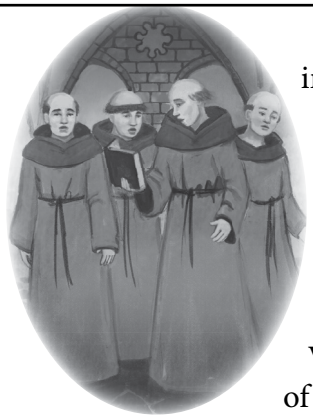


Novice working in the monastery garden



Novice taking his vows

43



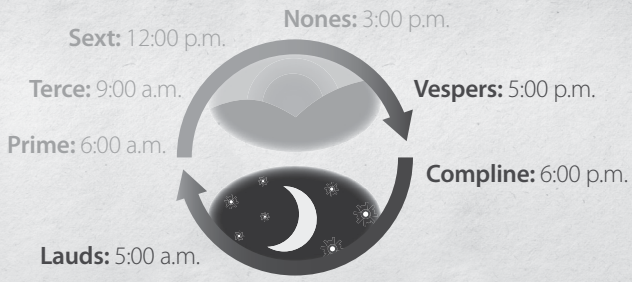
Monks chanting hymns

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. 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

A Monk's Daily Prayer Schedule



NAME: _____

DATE: _____

7.6 TAKE-HOME

Excerpts from "Merchants, Markets, and Mud: Towns in the Middle Ages" and "The Power of the Church"

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.



Empress Matilda, daughter of Henry I of England

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 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 of Bingen

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.

35

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.



A painting from the 1400s shows nuns kneeling in prayer.

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.



Interior of the Duomo, or Cathedral, of Pisa, Italy, begun in the 1000s

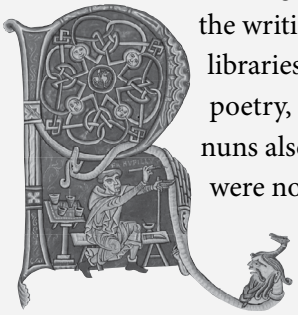
Not only powerful people gave money to the Church. All Christians were required to pay one-tenth of their earnings to the Church. This payment was known as a tithe.

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.

NAME: _____

DATE: _____

Precious Books

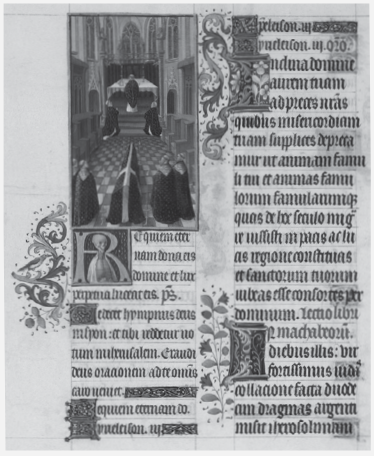


Illuminated manuscripts were works of art.

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 *Book 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 AD, 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)

42

NAME: _____

DATE: _____

7.7 TAKE-HOME

"Excerpt from "The Power of the Church"

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.*

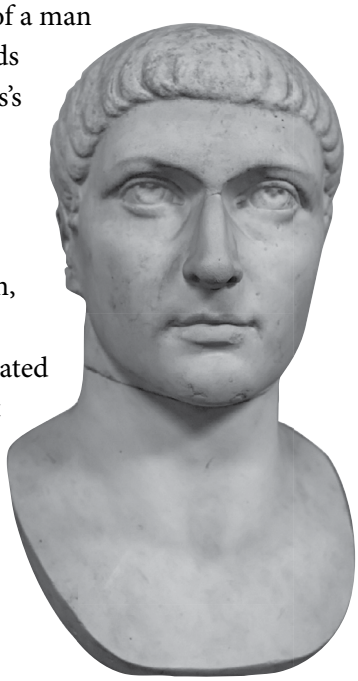


Stained-glass windows in La Sainte-Chapelle in Paris, France, built in the 1200s

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.

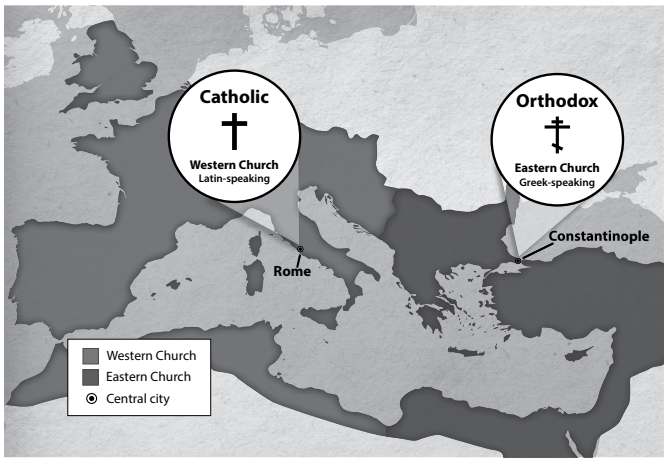
Christianity is based on the teachings of a man named Jesus of Nazareth who lived hundreds of years before the Middle Ages began. Jesus's followers were known as Christians.

In the first 300 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 AD, 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. The two Christian Churches that emerged



The Christian Church split apart

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 40 days before Easter, another Christian holiday, were a time of fasting called Lent.

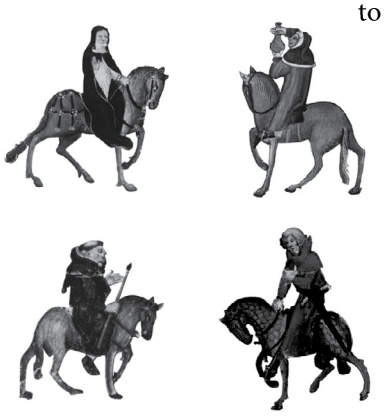
Architects and craftsmen in the Middle Ages built beautiful churches to express their love for God. New engineering skills enabled stonemasons to create a style of architecture that later became known as Gothic. They built tall towers, arches, **rose windows**, and **spires**. Sometimes it took hundreds of years to complete a great medieval cathedral.



Chartres Cathedral

39

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 of buildings, that housed monks. Monasteries were usually contained within high walls that provided a certain amount of protection.



Sénanque Abbey in Provence, France, was founded in 1148 AD.

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.



A painting from the 1400s shows nuns kneeling in prayer.

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.



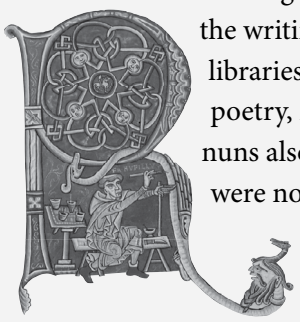
Interior of the Duomo, or Cathedral, of Pisa, Italy, begun in the 1000s

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Precious Books

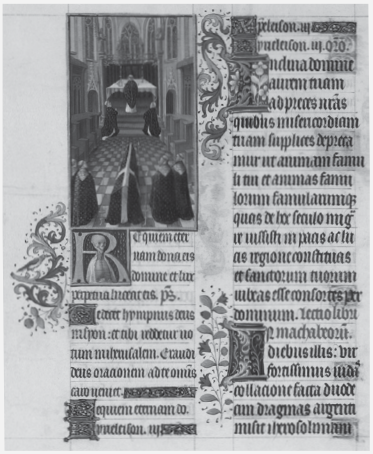
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Page from *Book of Hours* created in the early 1400s for John, Duke of Berry (France)

NAME: _____

DATE: _____

"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?

Page(s) _____

NAME: _____

DATE: _____

8.1 ACTIVITY PAGE

Graphic Organizer: Pros of Knights, Craftsmen, Monks, and Nuns

	+
Lord	1. 2.
Serf	1. 2.
Knight	1. 2.
Craftsman	1. 2.
Monk or Nun	1. 2.

NAME: _____

DATE: _____

8.2 TAKE-HOME

Excerpt from "The Power of the Church"

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.



Novice

Life within a monastery certainly is hard. However, you are assured of a place to sleep, clothing, food, medical care, and an education. 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 working in the monastery garden



Novice taking his vows

43

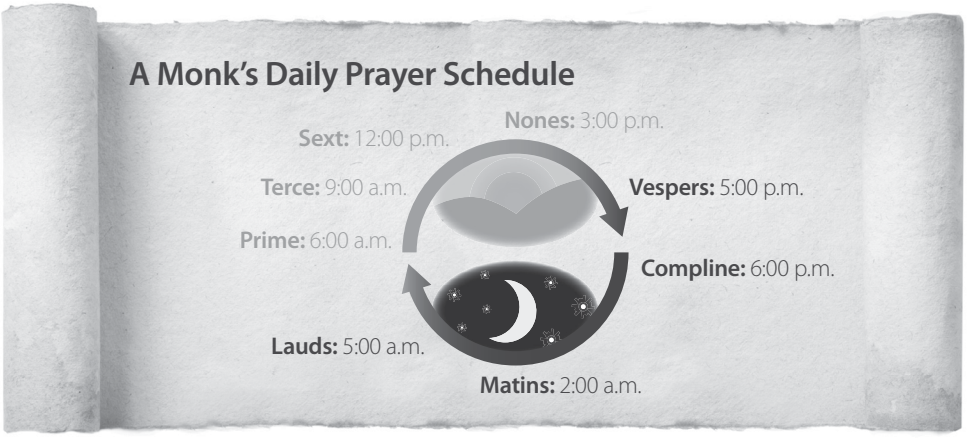


Monks chanting hymns

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. 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



NAME: _____

DATE: _____

9.1 ACTIVITY PAGE

Vocabulary for "1066: The Battle that Changed History"

1. **determination**, ***n.*** a quality that makes you keep trying to do something difficult (**48**)
2. **penetrate**, ***v.*** to go through or into something (**48**)
3. **tactic**, ***n.*** a planned action or method used to achieve a particular goal (**tactics**) (**49**)
4. **retreat**, ***v.*** to back away from danger (**retreated**; **retreats**, ***n.***) (**49**)
5. **pursue**, ***v.*** to follow to capture; try to accomplish (**pursued**) (**49**)
6. **draw**, ***v.*** to take something out of a container, pocket, or safe place (**drew**) (**49**)
7. **resistance**, ***n.*** an effort made to stop or fight against someone or something (**50**)
8. **mass**, ***adj.*** widespread, or affecting many people (**50**)
9. **commission**, ***v.*** to request or order something be made or done (**commissioned**) (**52**)

NAME: _____

DATE: _____

9.2 ACTIVITY PAGE

Use Adjectives and Adverbs Correctly

Write 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 _____ measurements of the shelf.

2. We tied our dog's leash _____ to the tree outside the store while we ran inside.

3. "I would like you to arrive _____ in the morning," said the principal.

4. They love _____ weather days the best because they get to play soccer outdoors.

5. The man spoke _____ about his delightful lunch at the restaurant.

6. After a long day, she was glad to climb into her _____ bed and go to sleep.

7. Her hair was up in a _____ bun, with little pieces falling down here and there.

8. "Please speak _____ 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: _____

9.3 ACTIVITY PAGE

Prefix *en–*

Write the correct word to complete each sentence. If necessary, use a print or digital resource to determine the meaning and syllabication of selected of words to ensure accuracy.

1. The hikers hurried to find shelter, as the freezing temperatures and icy winds could _____ their lives.
   (encircle, circle, endanger, danger)

2. During the Middle Ages, the lord would _____ his control over serfs by demanding half of their harvest each year.
   (enforce, force, encourage, courage)

3. The king _____ the knights to protect his kingdom.
   (enabled, entrusted, endeared, endangered)

4. The shopkeeper asked _____ friends to help him paint the front door a new color.
   (able, dear, endeared, enable)

5. The pack of hungry wolves _____ their prey so that it would not escape.
   (encircled, enabled, entrusted, enforced)

6. The snow day _____ 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.*

1. courage

   Meaning: bravery

   Add *en–*: _____

   New meaning: _____

   Sentence:

   _____

   _____

   _____

2. case

   Meaning: a container or box for holding things

   Add *en–*: _____

   New meaning: _____

   Sentence:

   _____

   _____

   _____

NAME: _____

DATE: _____

Practice Spelling Words

Write a sentence for each of the spelling words.

seize	transform	establish	surrender	thrive
retreat	acquire	promote	loyalty	unravel

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

NAME: _____

DATE: _____

Chapter 6

1066: The Battle that Changed History

THE BIG QUESTION
How did the Battle of Hastings change history?

It is October 14, in the year 1066 AD, 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 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

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.



The English soldiers marched about 200 miles to reach the battle site.

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 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 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.



Death of King Harold

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

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 countryside to burn the local villages. Fearing **mass** destruction, a number of important English lords surrendered and vowed to be loyal to William.

On Christmas Day in Westminster Abbey, in the year 1066 AD, 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.

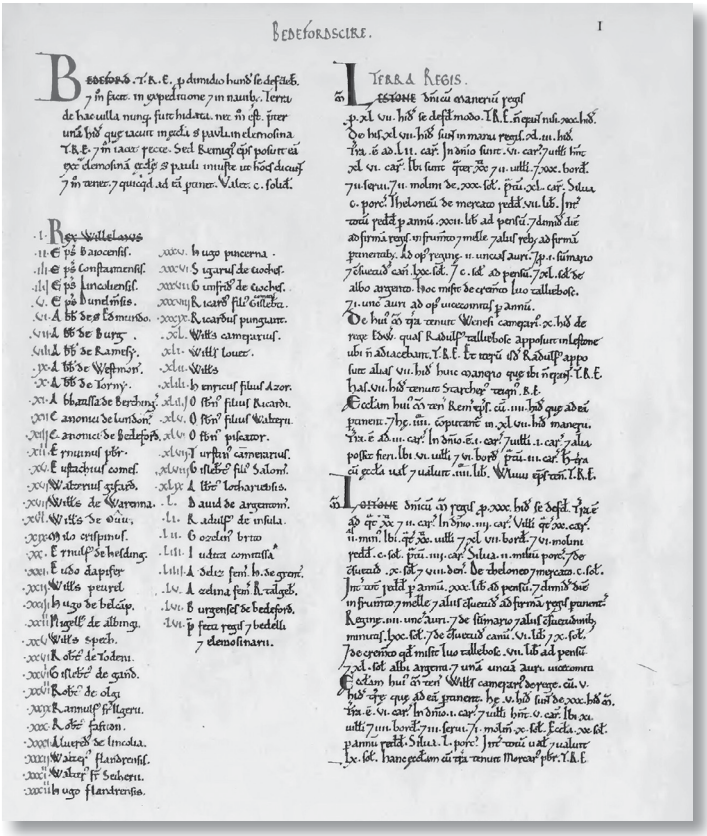
NAME: _____

DATE: _____

9.5 CONTINUED

TAKE-HOME

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*.


BEDEFORDSCIRE.

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?

Page(s) _____

2. Who won the Battle of Hastings in 1066?

Page(s) _____

3. Provide two reasons that William and the Normans were able to conquer the English.

Page(s) _____

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NAME: _____

DATE: _____

10.2 ACTIVITY PAGE

"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) _____

3. Who won the Battle of Hastings? What was another name for the Battle of Hastings?

Page(s) _____

4. Which side had more soldiers? Use quotations from the text to support your conclusion. How do you know?

Page(s) _____

5. Put these events in the order they happened in the text using the numbers 1–5, with 1 indicating what happened first.

____ The Norman knights were then able to overwhelm the English soldiers.

____ The Duke of Normandy sent his knights charging up the hill.

____ The English soldiers stood with their shields raised, creating a strong shield wall.

____ The English soldiers' response forced the Norman knights to retreat.

____ The English soldiers broke the wall and pursued the fleeing knights.

Page(s) _____

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) _____

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 Bayeaux 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) _____

8. What is the Bayeux Tapestry? How is it useful to historians today?

   _____

   _____

   _____

   _____

   _____

   _____

   Page(s) _____

9. How did family members assist a young archer?

Page(s) _____

Planning an Opinion Paragraph

Starter Sentence: If I could choose to be someone who lived during the Middle Ages, I would choose to be a (serf/knight/craftsman/monk/nun).

	Reason #1	**Reason #2**	**Reason #3**
Text Evidence/Page(s)			
Sentence in My Own Words (using at least one transition at the beginning and the word *because* to introduce the reason)			

NAME: _____

DATE: _____

11.1 ACTIVITY PAGE

Vocabulary for "Henry II and Law and Order"

1. **acquire**, ***v.*** to get (**acquired**) (**57**)
2. **mercilessly**, ***adv.*** done with cruelty or harshness (**58**)
3. **treason**, ***n.*** the crime of being disloyal to one's country (**59**)
4. **innocent**, ***adj.*** not guilty of a crime or other bad act (**innocence**) (**59**)
5. **restore**, ***v.*** to give back or put back into existence (**59**)
6. **reign**, ***n.*** the time during which a king, queen, or other monarch rules a country (**60**)
7. **appoint**, ***v.*** to choose someone to do a specific job (**appointed**) (**60**)
8. **sulk**, ***v.*** to be angry or upset about something (**sulking**) (**61**)
9. **assassination**, ***n.*** the act of killing a well-known or important person (**61**)
10. **pilgrim**, ***n.*** someone who travels for religious reasons (**pilgrims**) (**61**)

NAME: _____

DATE: _____

12.1 ACTIVITY PAGE

Vocabulary for "The Wayward King: King John and Magna Carta"

1. **succeed**, ***v.*** to follow or replace someone in a position of power (**67**)

2. **ancestral**, ***adj.*** related to a person's relatives from long ago (**67**)

3. **unsettling**, ***adj.*** makes people nervous, worried, or upset (**68**)

4. **inevitable**, ***adj.*** will happen and can't be stopped (**69**)

5. **consult**, ***v.*** to ask someone for advice or information (**70**)

6. **humiliation**, ***n.*** a feeling of embarrassment and shame (**71**)

7. **ballad**, ***n.*** a simple song, usually telling a story (**ballads**) (**73**)

NAME: _____

DATE: _____

Draft an Opinion 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	
7. Correct capitalization of historical periods	
8. Correct capitalization of historical documents	

NAME: _____

DATE: _____

12.3 ACTIVITY PAGE

Opinion 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	No transitions between supporting sentences
	All information has been paraphrased	Most information has been paraphrased	Some information has been paraphrased	Little or no information has been paraphrased

NAME: _____

DATE: _____

Editing Checklist

Editing Checklist	After checking for each type of edit, place a check here.
Meaning	
Is correct grammar used?	
• Sentences are complete with subject and predicate.	
• Adjectives and adverbs are used correctly.	
Is vivid vocabulary used?	
• Sentences are showing, not telling.	
Capitals	
Is capitalization appropriately applied?	
• All sentences begin with a capital letter.	
• All proper nouns are capitalized, including languages.	
Spelling	
Are words spelled correctly?	
• Taught spelling words and morphology are spelled accurately	
• The student has been supported in identifying other misspellings to be looked up in reference sources as needed.	
Punctuation	
Is punctuation appropriately applied, including apostrophes for possessives?	
• All sentences have appropriate ending punctuation	
• Commas and quotation marks are used correctly for the ways they have been taught.	

NAME: _____

DATE: _____

Chapter 8

The Wayward King:

King John and the Magna Carta

THE BIG QUESTION
Why is Magna Carta such an important document?



Richard I

King Richard I died in 1199 AD. 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.

67

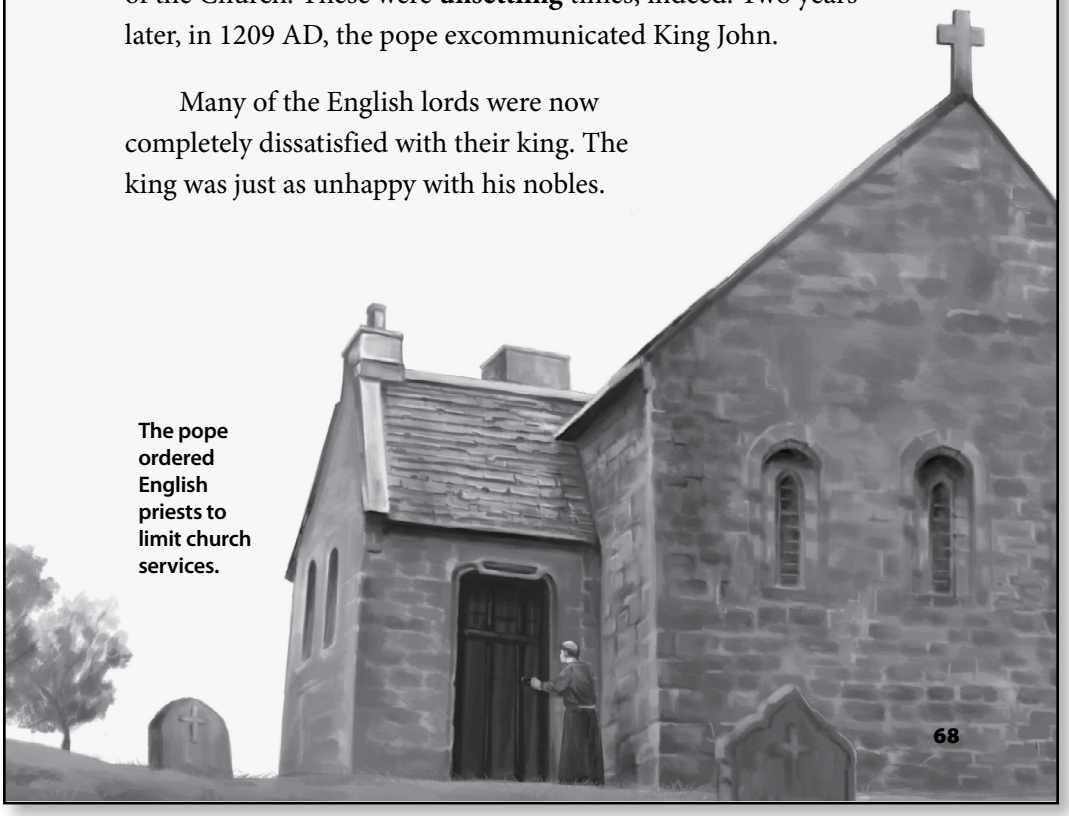


King John holding model of the abbey church he founded

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 AD, 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.

68

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**.

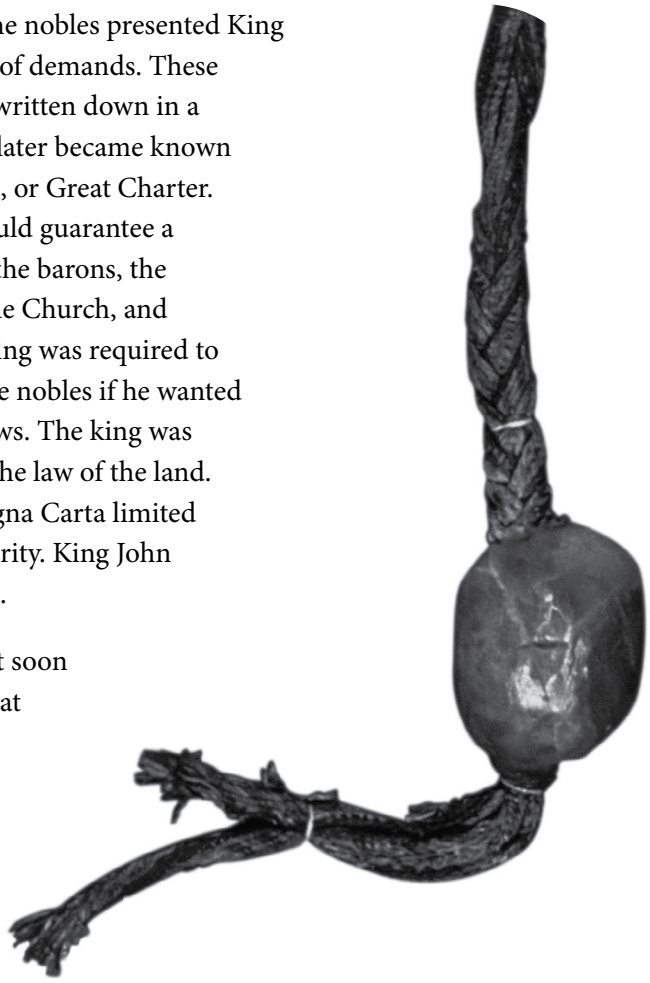
Eventually, King John agreed to the pope's candidate for archbishop of Canterbury. But by this time, some of the more powerful nobles had already decided to act against him. In 1215 AD, following another English military defeat in France and additional taxes, these nobles rebelled and turned against 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 AD.

69

In the summer of 1215 AD, 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.



An official seal was placed on Magna Carta.

However, it soon became clear that if he did not agree to the charter, his nobles would continue to rebel. In June 1215 AD, 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.

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.

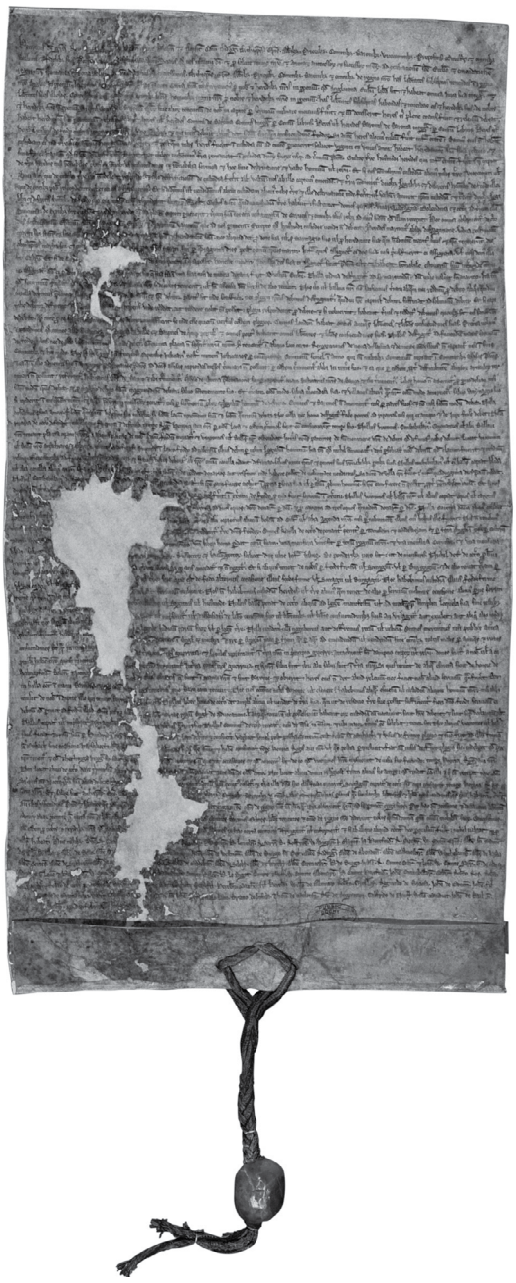
King John did not have to endure this **humiliation** for too long. Four months later, he died of a fever as conflict continued to rage throughout England. King John's son Henry was crowned king of this troubled land. Henry III was just nine years old!

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

71



Copy of Magna Carta from 1225 AD

72

NAME: _____

DATE: _____

13.1 ACTIVITY PAGE

Vocabulary for "A Changing World"

1. **encounter**, ***n.*** an unexpected and difficult meeting (**encounters**) (**77**)

2. **truce**, ***n.*** an agreement to stop fighting (**truces**) (**77**)

3. **negotiation**, ***n.*** a conversation between people trying to reach an agreement (**negotiations**) (**77**)

4. **mighty**, ***adj.*** having great size or strength (**78**)

5. **indeed**, ***adv.*** without any question (**78**)

6. **pestilence**, ***n.*** a deadly disease (**82**)

7. **perish**, ***v.*** to die or be destroyed (**perished**) (**82**)

8. **multitude**, ***n.*** a large number of things or people (**82**)

9. **unravel**, ***v.*** to come undone or fall apart (**84**)

NAME: _____

DATE: _____

Graphic Organizer: Impact of the Middle Ages

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	

Which impact from the chart affects us the most today? Why?

NAME: _____

DATE: _____

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.

NAME: _____

DATE: _____

Root *arch*

Choose 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 _____.
   (archrival, matriarch)

2. During the Middle Ages, the most powerful leader in the Church was the _____ of Canterbury.
   (archbishop, bishop)

3. There was _____ in the streets because the storm made the traffic lights go out; people were driving every which way.
   (anarchy, hierarchy)

4. The _____ of the group never consulted with his advisors and instead made decisions on his own.
   (matriarch, patriarch)

5. Serfs were the lowest social class in the _____ of the feudal system.
   (monarchy, hierarchy)

For each word, write a sentence using the word.

6. monarchy

7. patriarch

Challenge: Based on what you know about the root *arch*, what does *monarch* mean?

NAME: _____

DATE: _____

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

1. As the Romans became _____ to defend their borders, Germanic tribes pushed farther to the west.

2. Noble children and adults in the Middle Ages _____ music and dancing when entertainers visited the castle.

3. King John attempted to defend England's land in France, but without his nobles' support, he was _____.

4. Castle walls _____ a series of small buildings, like a little town.

5. *The Middle Ages* Reader is a _____ book filled with facts and information about the period in history called the Middle Ages.

6. When studying to be a craftsman, it was _____ you would return home during your apprenticeship years.

7. As with all ladies-in-waiting, the purpose of your training was to _____ you eventually married a nobleman.

8. After the death of King William I, who had ruled with great strength, England experienced a period of turmoil and _____.

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.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

NAME: _____

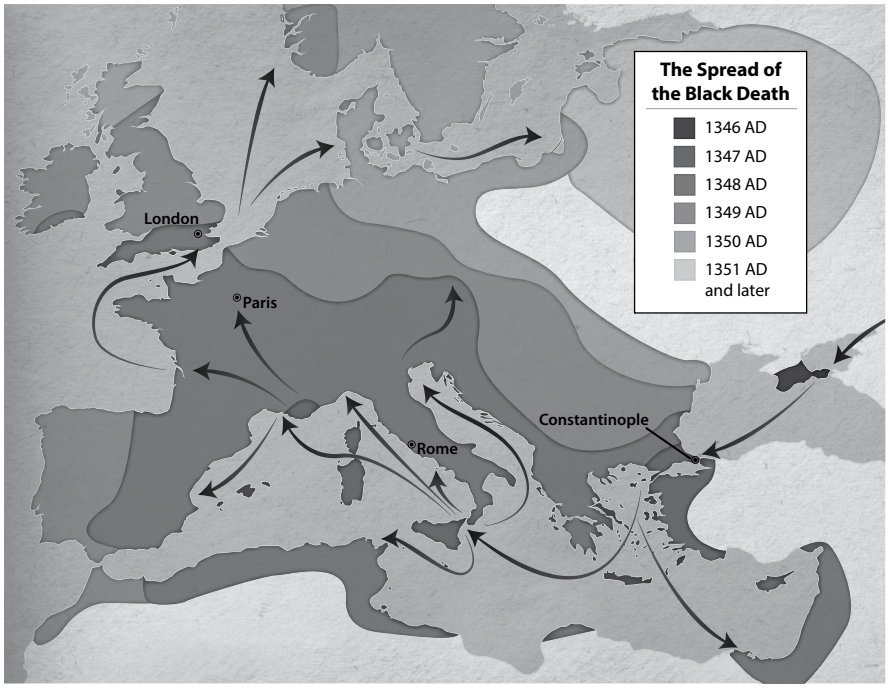
DATE: _____

13.6 TAKE-HOME

Excerpt from "A Changing World"

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 AD. 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

81

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 AD:

*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**.*

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

83

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 AD

The invention of the printing press in 1450 AD, 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.

NAME: _____

DATE: _____

End-of-Unit Assessment—The Middle Ages

Reading Comprehension

Today you will read two selections related to the Middle Ages. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Early Castles in England and France

1 Castles in the Middle Ages served to protect and shelter kings and nobles. They were also a base from which to launch an attack. Castles were initially wooden fort-like structures. Over time, people replaced the wood with stone, and they added towers, walls, and moats.

2 In France during the Middle Ages, a style of defensive structure developed that was called the motte and bailey castle. The motte and bailey castle became a common structure for defense.

3 A motte and bailey castle was a strong wooden structure built on top of a manmade hill called a motte. Wooden steps or a ramp connected the courtyard, or bailey, to the motte. People removed these walkways during a siege to prevent enemies from entering. Royals and nobles sometimes lived in the part of the structure which sat on top of the motte. The bailey housed and provided protection for the people who served the king or the noble. The bailey was also a safe place in which to keep animals and food supplies. A high wooden wall encircled the entire structure, as did a ditch.



A motte-and-bailey castle

4 To build the motte, men used soil they dug out of the earth to create the ditches. It took hundreds of tons of soil, and many men, to construct the motte. But once that was done, they could build the wooden structures in a matter of weeks. This work was done without the aid of modern machines.

5 William the Conqueror brought this style of castle to England after his conquest in 1066. William the Conqueror had his soldiers build motte and bailey castles in the most rebellious regions. In addition, he seized land from the Anglo Saxon nobles and gave it to Norman nobles. The Norman nobles built motte and bailey castles on their new land. Towns often sprang up around these castles.

6 Over time, as the weapons used to attack castles became more powerful, castles had to become stronger, too. Eventually, people built castles with stone. This new style of castle had thick stone walls and could better withstand fire and siege weaponry. A moat often filled with water surrounded many of these stone castles. The only way into a castle like this was across a wooden drawbridge that guards raised or lowered as needed.

7 In the 1300s, people built even stronger castles with several outer walls. These walls provided extra defense. Then, in the 1400s, people began to develop strong artillery fire power. Even the strongest defensive features could not always withstand this stronger firepower. As a result, the function and purpose of castles changed. They became impressive homes rather than defensive structures. Today, many of these stone castles still stand. They serve as a reminder of what life was like during this period in history.



Stone castle

Questions

1. 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?

_____

_____

_____

_____

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?		
3. Way into the castle?		
4. Features surrounding the castle?		
5. Why the castle was built?		

6. Select one castle characteristic from the chart and write a sentence that compares or contrasts the characteristic between the two types of castles.

7. 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?

   A. Castles were a base from which to launch an attack.

   B. Castles could no longer provide enough protection to withstand an attack.

   C. Castles were built on nobles' new land.

   D. Castles could be accessed by steps or a drawbridge.

8. 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*?

   A. prevent

   B. cause

   C. survive

   D. crumble

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?

_____

_____

_____

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.

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

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.

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.

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.

Reading Comprehension total _____ of 14 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.

16. The Christian Church played an important role in the lives of many people.

Write a sentence using the verb and adverb provided.

17. verb: gathered adverb: quickly

_____

_____

18. verb: speak adverb: 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

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) _____ 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.

_____

_____

_____

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 5 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: _____

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.	manor	medieval town
3. Many smaller houses made of wood and wood surrounded a castle or larger house.	manor	medieval town
4. On market day, one could hear cries of people selling fruits, vegetables, eggs, and pies.	manor	medieval town
5. Using a simple tool called a scythe, serfs harvested crops such as wheat, oats, rye, and barley.	manor	medieval town
6. A class of people called the middle class began to grow in importance.	manor	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.

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:

    _____ Middle Class (including Merchants and Craftsmen)

    _____ King

    _____ Freemen and Serfs

    _____ 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.

Match the item from the column on the left with the description on the right. Write the letter on the line.

_____ 16. Charlemagne	a. the woman who was queen of France and then England
_____ 17. Bayeux Tapestry	b. a list of who lived in England and how much they owed in taxes
_____ 18. Joan of Arc	c. the great French ruler who was crowned Roman emperor by the Pope
_____ 19. King Henry II	d. the French soldiers who attacked the English at the Battle of Hastings
_____ 20. The Huns	e. reformed the English legal system
_____ 21. Eleanor of Aquitaine	f. a tribe of barbarians who invaded the Roman empire
_____ 22. Domesday Book	g. the woman who led French soldiers in freeing the town of Orleans from the English
_____ 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 Assesment total _____ of 25 points

To receive a point for a two-part question, students must correctly answer both parts of the question.

NAME: _____

DATE: _____

PP.2 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.*



Example: The old, yellow car sped down the street. (*2 nouns*; *2 adjectives*)

1. The movie was playing at the new theater in town. (*3 nouns*; *1 adjective*)

2. Ariana completed the long and difficult race. (*2 nouns*; *2 adjectives*)

3. Felipe sang the beautiful song. (*2 nouns*; *1 adjective*)

4. After the storm, the roads were covered with wet, heavy snow. (*3 nouns*; *2 adjectives*)

5. The sticky, hot rolls were delicious. (*1 noun*; *3 adjectives*)

6. Andrea and Jazmin walked along the edge of the cool, blue water. (*4 nouns*; *2 adjectives*)

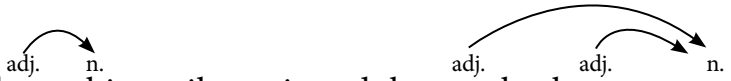
7. The students took an exciting trip to the amazing museum. (*3 nouns*; *2 adjectives*)

8. The students returned to school from the short break happy and rested. (*3 nouns*; *3 adjectives*)

9. Alicia could not stop reading the fascinating book! (*2 nouns*; *1 adjective*)

10. 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.

11. Miguel read his favorite book to his little sister.

12. The old, damaged bike could not be repaired.

13. Sallie skipped across the cool, wet grass.

14. After the violent thunderstorm, a beautiful rainbow appeared in the clear, blue sky.

15. The huge elephant lumbered across the dry grassland.

Create a sentence using the given adjective/noun pair.

16. fast runners

17. windy night

18. sturdy desk

NAME: _____ **PP.3** ACTIVITY PAGE

DATE: _____

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 quickly from one flower to another.

How did the honey bee dart? _____quickly_____

1. The phone rang _____ early one morning.
(loud)

   How did the phone ring? _____

2. Carlos waited _____for his trip to the zoo.
(patient)

   How did Carlos wait? _____

3. Ms. Anderson carried the hot, steaming soup to the table _____.
(careful)

   How did Ms. Anderson carry the soup? _____

4. Miranda showed the picture to her mother _____.
(proud)

   How did Miranda show her mother the picture?_____

5. The kitten purred _____ while Jamie held it on his lap.
(soft)

   How did the kitten purr? _____

Write a sentence using each adverb. Remember, the adverb should describe the verb you choose to use in your sentence.

1. gently

_____

_____

2. softly

_____

_____

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 _____ measurements given in the recipe.

2. Andre ran down the street _____ after the escaping puppy.

3. Mrs. Esposito wrapped the baby in a _____ blanket.

4. The _____ fire alarm alerted everyone to leave the building.

5. When Tai tried on her older sister's sweater, it hung _____ off her shoulders.

6. The referee made sure everyone played the game _____.

7. Jim knew that his _____ tooth would fall out someday soon.

8. The teacher reminded the students not to talk too _____ 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.

1. The delicious cake baked quickly in the hot oven.

2. The tiny spider spun a beautiful, delicate web carefully.

3. Jacquin volunteered bravely for his team.

4. The graceful dancers moved effortlessly to the beautiful music.

5. The skillful veterinarian treated the injured cat.

NAME: _____

DATE: _____

PP.5 ACTIVITY PAGE

un– and *non–*: Prefixes Meaning "not"

Write the correct word to complete each sentence.

unusual	untied	unclear	unable
usual	tied	clear	able

1. The flower growing in Mr. Baker's garden is very _____; I've never seen one like it before.

2. Many people came to clean-up day at the park, so we were _____ to pick up the trash in just a few hours.

3. Marissa tripped during the race because her shoelace became _____.

4. There was so much snow on the roads that we were _____ to drive to school.

5. Our teacher told us to ask questions if any of the reading was _____.

6. The directions for making the cake were _____ and easy to follow, so Elias was able to bake it himself.

7. Christopher _____ the newspapers with string before putting them out for recycling.

8. Write a sentence using the one word left in the box.

Challenge: Write a sentence using one of your own *un–* and *non–* words.

NAME: _____

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

1. The balloon became _____ when it was filled with helium.

2. A quick-moving avalanche of snow can _____ the lives of anyone in its path.

3. When the two puppies on leashes ran around one another, their leashes became _____.

4. The author's words painted a clear picture of a jousting tournament; I could almost _____ myself cheering on the knights!

5. My father built a fence to _____ 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*?

_____

_____

NAME: _____

DATE: _____

PP.7 ACTIVITY PAGE

Root *arch*

Write the correct word to complete each sentence.

hierarchy	archrival	anarchy	monarchy	patriarch	archduke

1. In a _____, the king makes the rules.

2. In the feudal system, the king was at the top of the _____.

3. Marianna trained every day for the big race because she wanted to beat Alison, her _____.

4. The _____ of the family is usually the oldest man in the group.

5. The most important bishop of Canterbury is known as the _____.

6. Without a leader to guide the people, there was _____ across the land.

Challenge: Based on what you know about the root *arch*, what do you think the word *archenemy* means?

_____

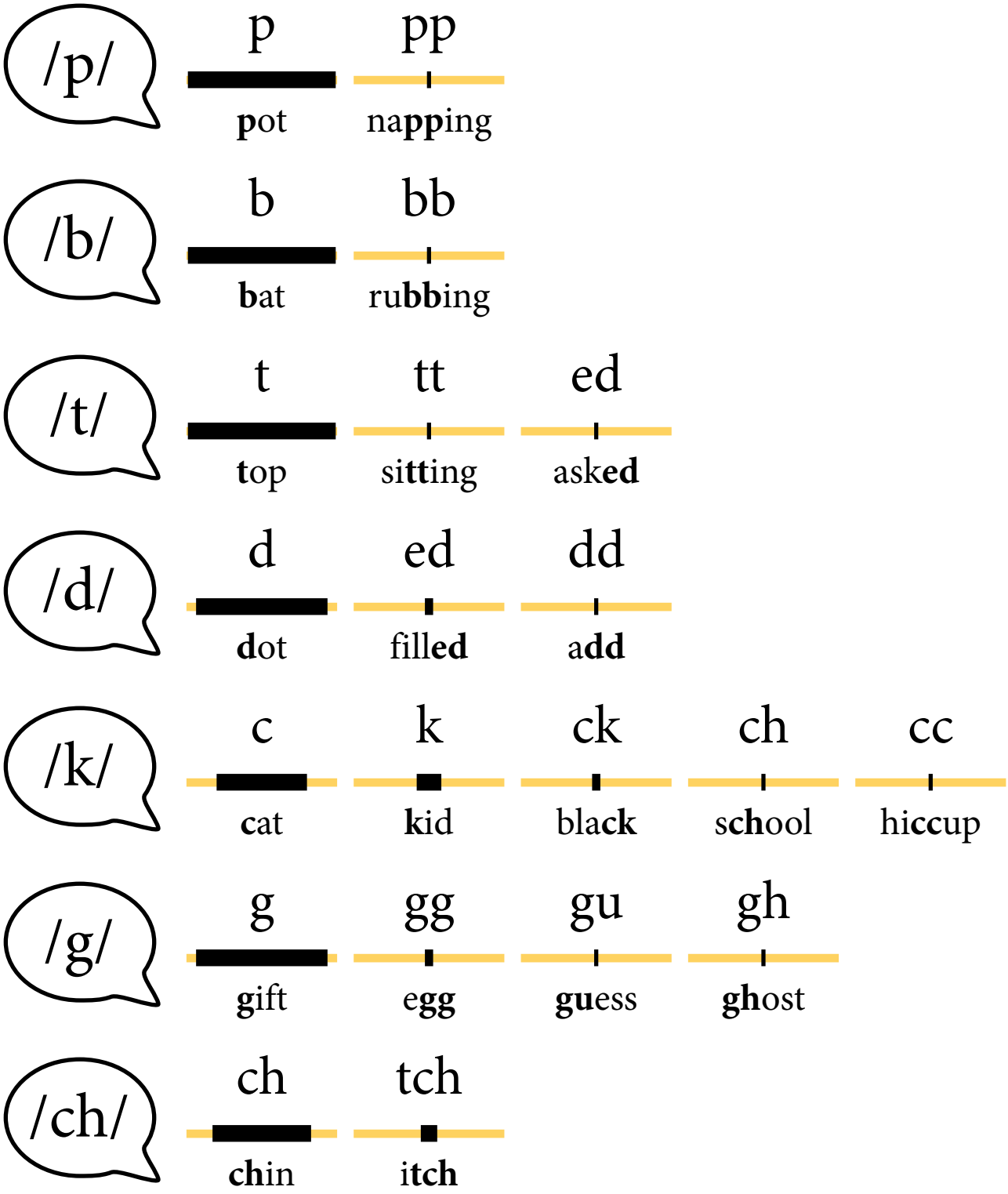
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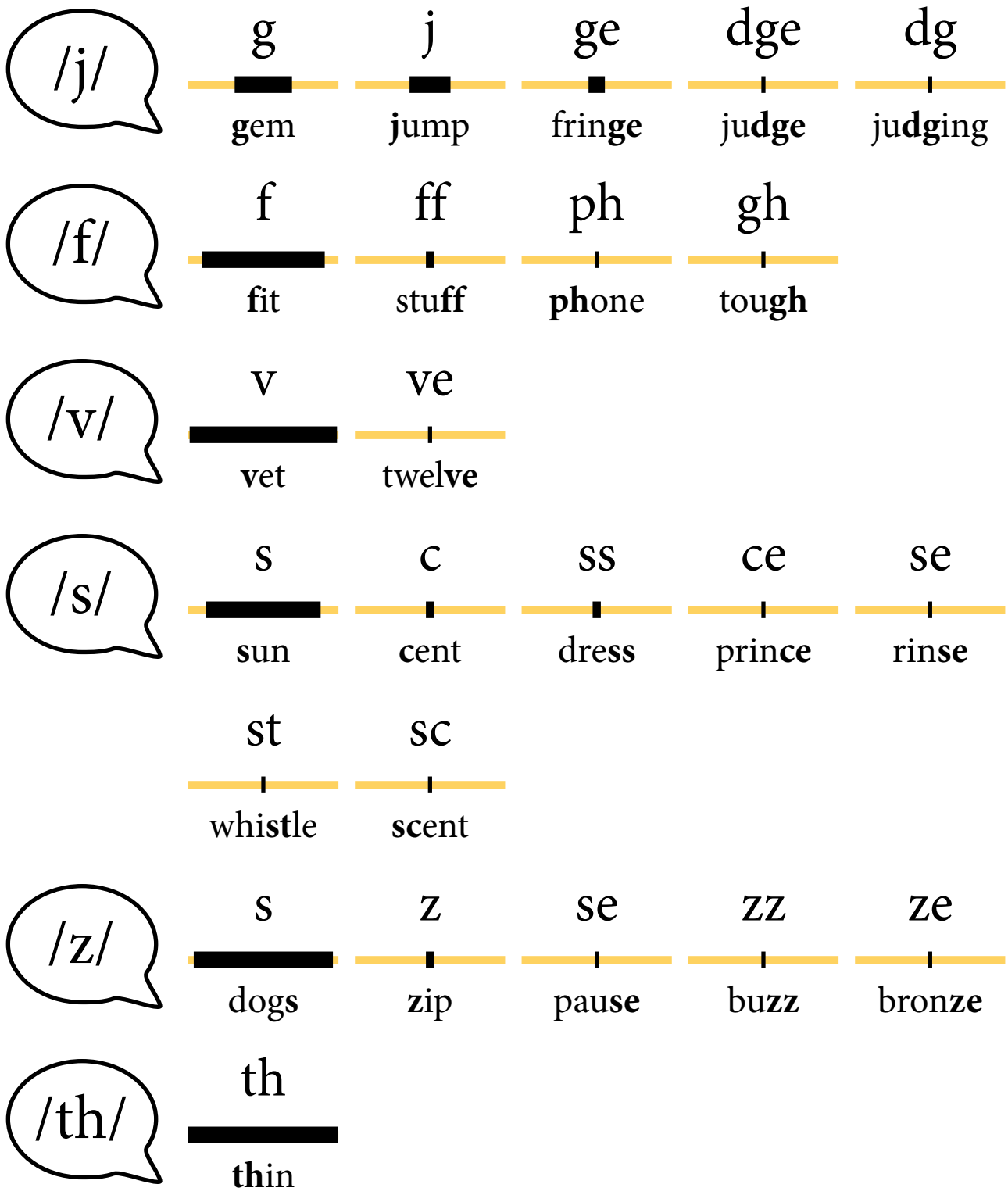
Student Resources

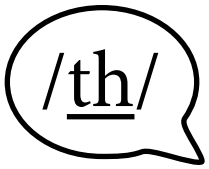
In this section, you will find:

- SR.1—Individual Code Chart

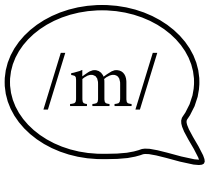
Individual Code Charts



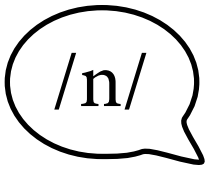

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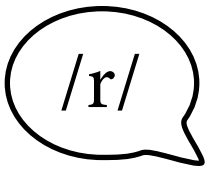
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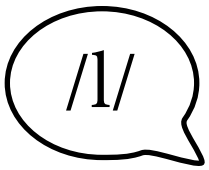
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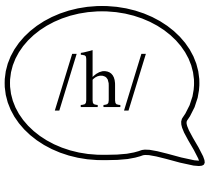
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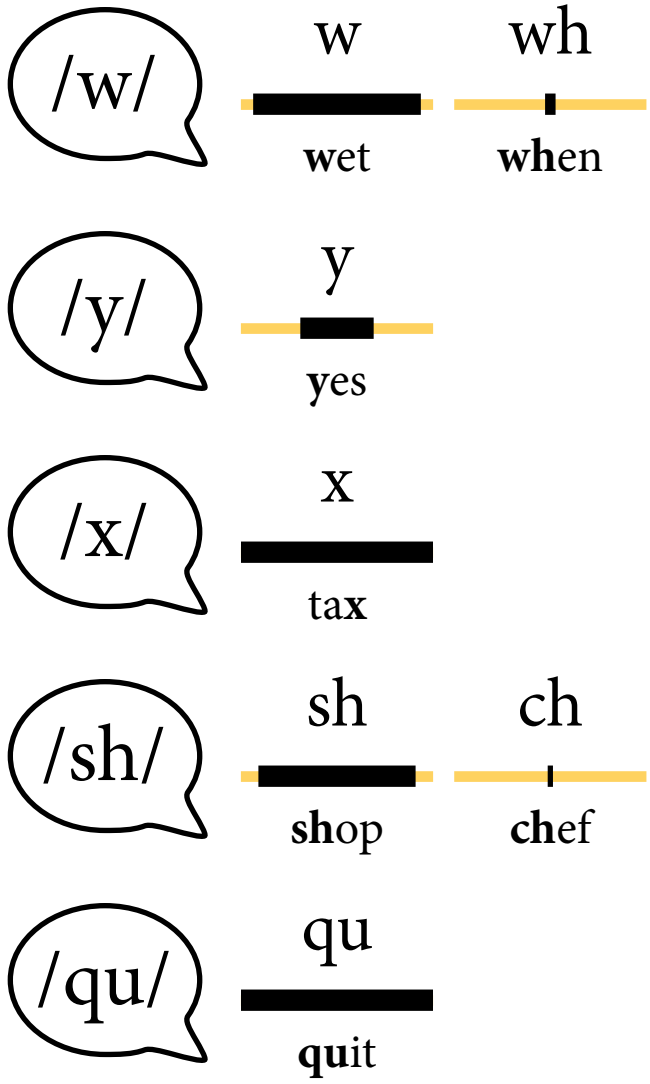
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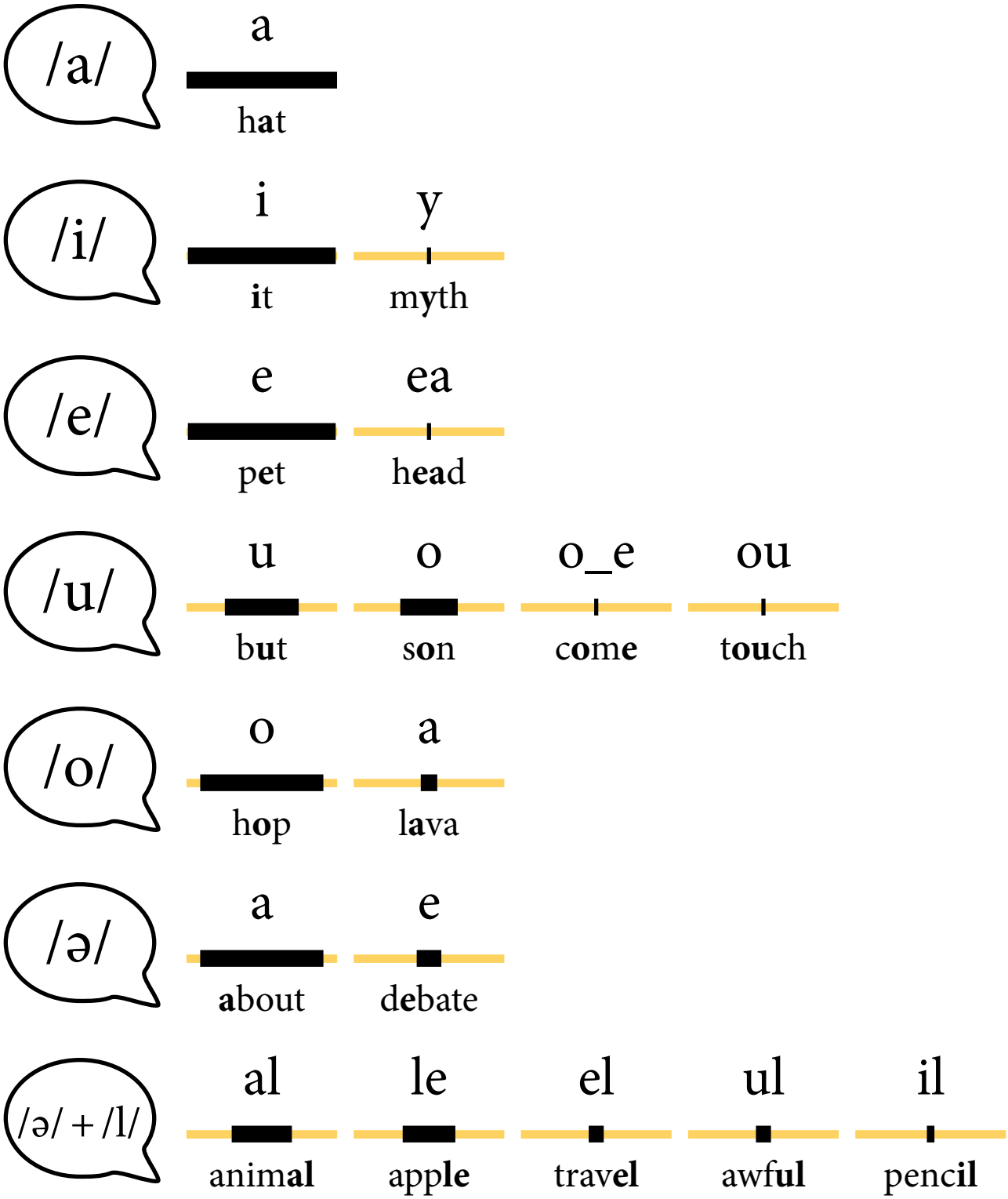


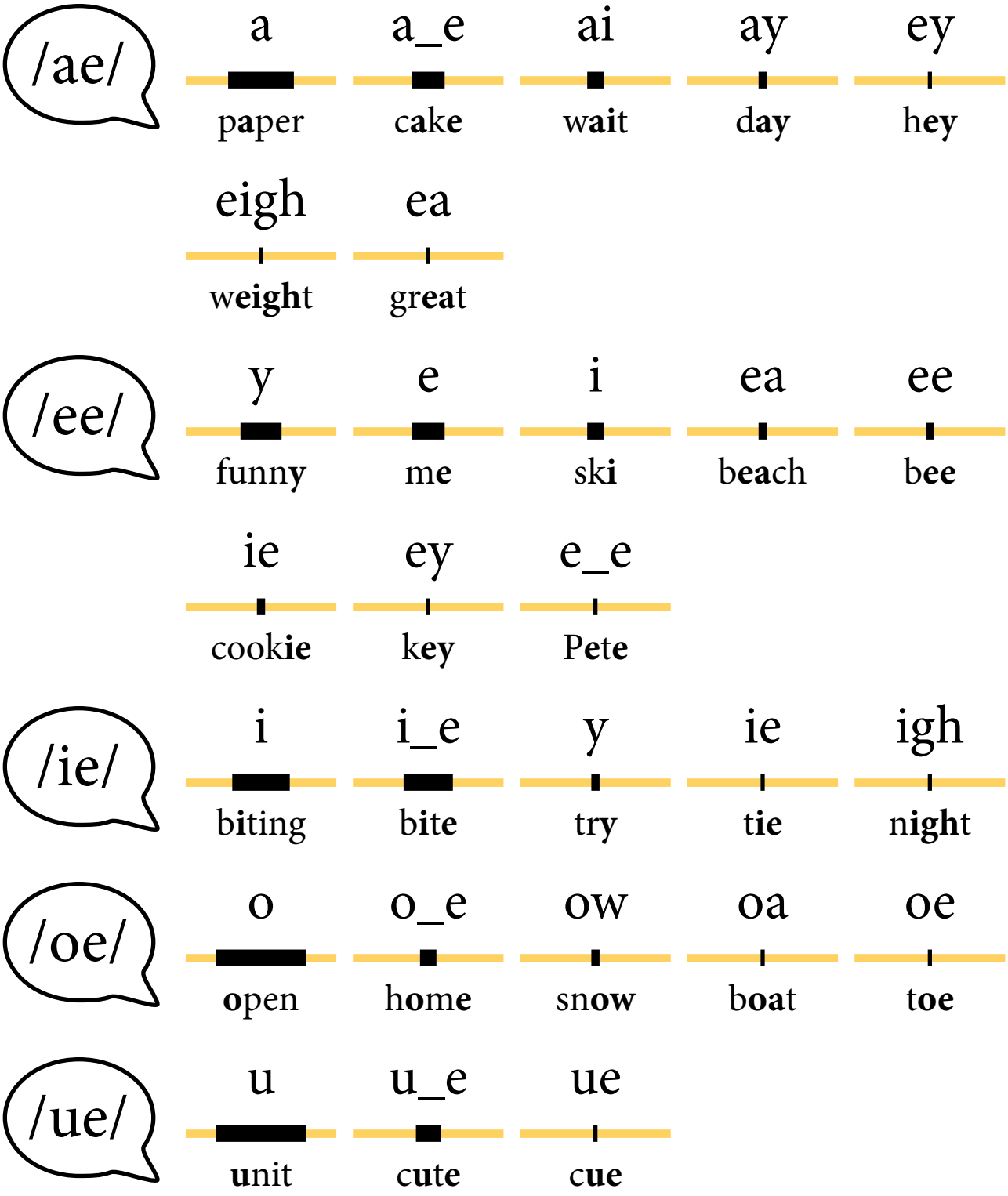
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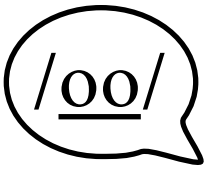

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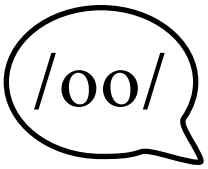
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SR.1 RESOURCE
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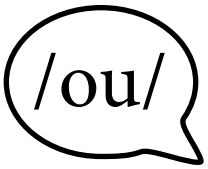


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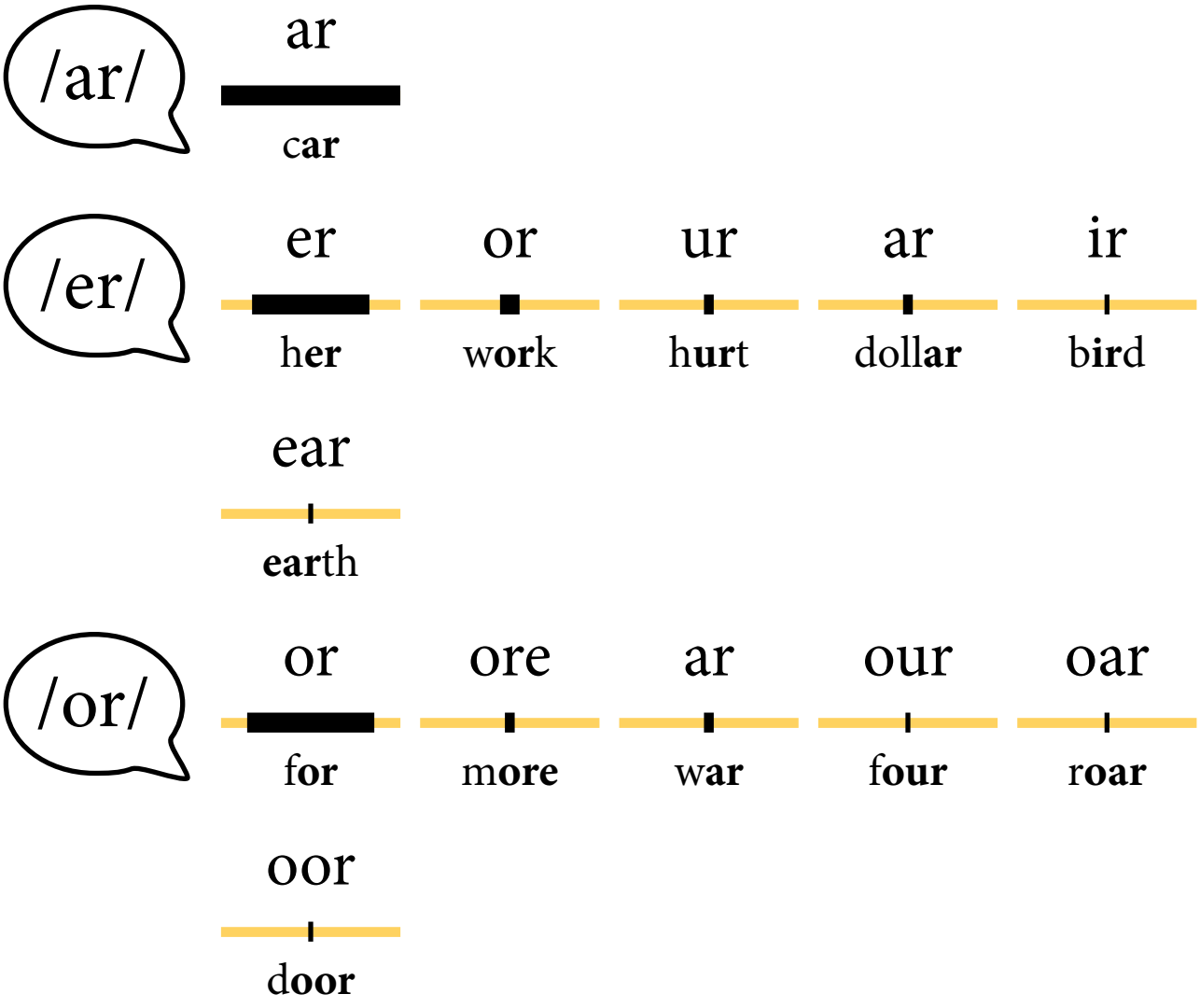
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K–5 Reading Language Arts

ENGLISH

THE MIDDLE AGES

GRADE 4 UNIT 4 | ACTIVITY BOOK

EDITION 1

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