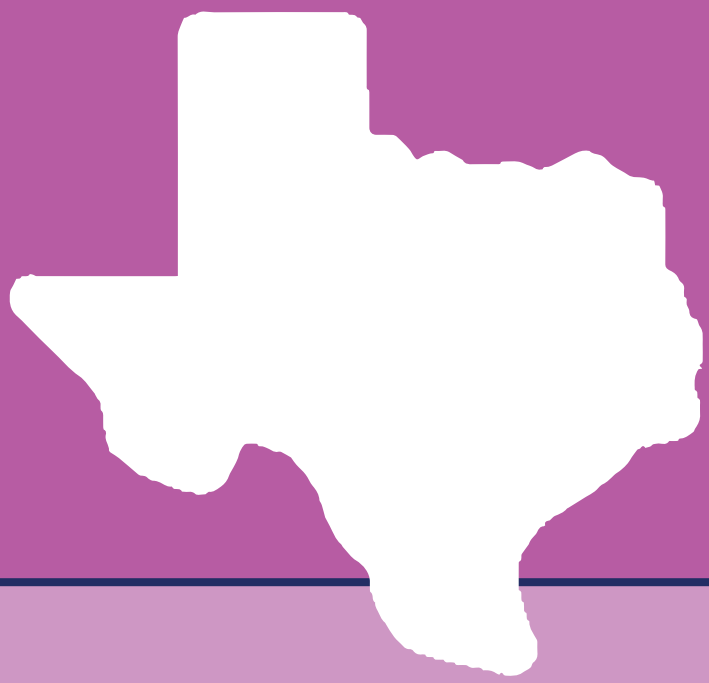
Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

DON QUIXOTE: A HOPEFUL KNIGHT'S TALE



GRADE 5 UNIT 4 | ACTIVITY BOOK

EDITION 1

Grade 5 | Unit 4

***Don Quixote*:** A Hopeful Knight's Tale

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
Don Quixote: A Hopeful Knight's Tale
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: _____

1.1 ACTIVITY PAGE

Excerpt from "Gloomy Castles and Jousting Knights"

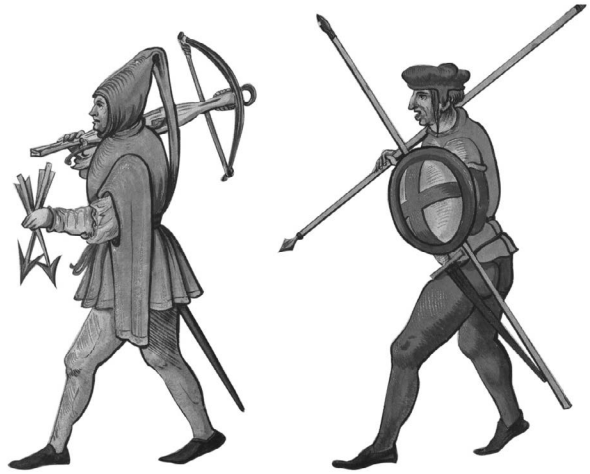
Chapter 3

Gloomy Castles and Jousting Knights

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

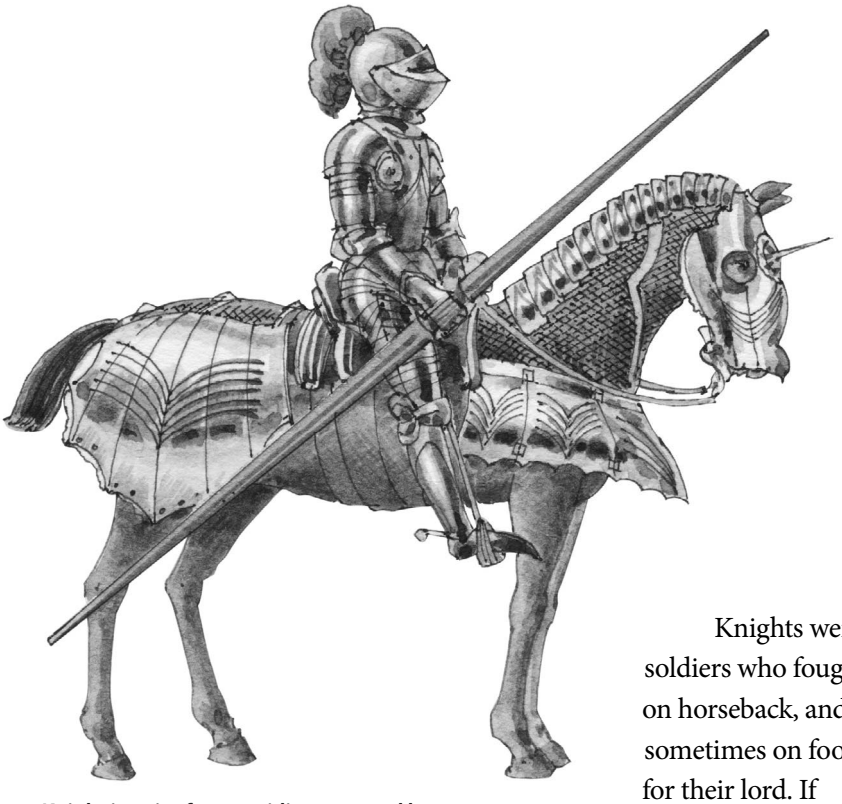
Whether rich or poor, young men in the Middle Ages learned how to use a weapon of some kind. Rivalries between nobles, wars with other nations, even violence between neighbors required that they be able to fight. When a lord needed to raise an army, he turned to those he governed.

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



Crossbowman and pikeman

18



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**.

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.

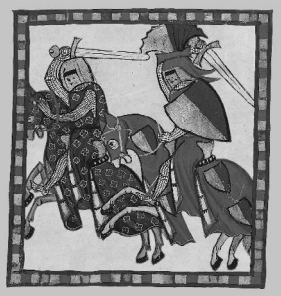
Although you are still a servant, as a squire you are now responsible for grooming and saddling the lord's horses. You are also responsible for cleaning and polishing his armor. You learn how to fight while riding a horse. You learn to use other weapons, including a heavier lance. This part of your training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

Squires learned to fight with swords.

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.

Charge!

Knights could prove their strength and abilities by taking part in jousting matches. Jousting matches were mock, or pretend, battles between two or more knights. Knights rode horses, wore full armor, and carried lances. Those who took part in jousts did so to gain respect and possibly a generous prize. For the privileged, attending the jousting matches was considered to be a day of excitement and entertainment. It was very much like watching a football or baseball game today. When the joust began, the knights charged at each other. With the aid of a lance, each knight attempted to knock his opponent off his horse.

Jousting was a popular sport.

Knights competing in a joust

NAME: _____

DATE: _____

Vocabulary for "A Knight in Armor"

1. **armor**, ***n.*** a protective suit, usually made of heavy metal, worn by knights in the Middle Ages

2. **joust**, ***v.*** to participate in a competition to practice the fighting skills used by a knight (**jousting**)

3. **honorable**, ***adj.*** deserving respect

4. **mount**, ***n.*** a horse or other animal intended to be ridden

5. **homage**, ***n.*** special respect or honor

Word	Pronunciation	Page
Alonso Quixano	/ə*lon*zoe/ / kee*hon*oe/	2
Quixada	/kee*hod*ə/	2
Quesada	/kae*sod*ə/	2
Quexana	/kae*han*ə/	2
Aldonza Lorenzo	/ol*don*zə/ /loe*ren*zoe/	2
Rocinante	/roe*see*non*tae/	2
Don Quixote	/don/ /kee*hoe*tae/	2
Dulcinea	/dool*see*nae*ə/	2
El Toboso	/el/ /təb*oe*soe/	2

NAME: _____

DATE: _____

1.3 ACTIVITY PAGE

Character Chart: Don Quixote

Physical Description	Evidence from Text				
	Page(s) _____	Page(s) _____	Page(s) _____	Page(s) _____	Page(s) _____

Character Trait

Character Chart: Don Quixote

Character Trait	Evidence from Text
	Page(s)_____
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NAME: _____

DATE: _____

Character Chart: Don Quixote

Character Trait	Evidence from Text
	Page(s)_____
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Character Chart: Don Quixote

Character Trait	Evidence from Text
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	Page(s)_____

Character Trait	
	Page(s)_____
	Page(s)_____

NAME: _____

DATE: _____

Glossary for *Don Quixote: A Hopeful Knight's Tale*

A

administration, ***n.*** government

afield, ***adv.*** off the right course; far from the starting point

agitate, ***v.*** to disturb, excite, or anger (**agitated**)

agony, ***n.*** extreme pain

Almighty, ***n.*** God

ardent, ***adj.*** having or showing very strong feelings

armor, ***n.*** a protective suit, usually made of heavy metal, worn by knights in the Middle Ages

B

basin, ***n.*** a shallow bowl

belfry, ***n.*** a tower in which a bell sits (**belfrys or belfries**)

bellows, ***n.*** a mechanical device that blows out air when its sides are pressed together

bestow, ***v.*** to give

bewilder, ***v.*** to confuse

bold, ***adj.*** fearless

booty, ***n.*** valuable goods or money taken as a prize after victory

bray, ***v.*** to make the harsh cry of a donkey (**brayed**)

brocade, ***n.*** a type of fabric or cloth with raised designs in gold or silver thread

C

captivity, ***n.*** being held as if a prisoner

caravan, ***n.*** a group of people, animals, or vehicles traveling together

clergyman, ***n.*** a church leader who performs religious services

commend, ***v.*** to entrust or commit (**commended**)

commotion, ***n.*** noise

confess, ***v.*** to admit something is true

confounded, ***adj.*** terrible or annoying

D

deceive, ***v.*** to make someone believe something that is not true; trick or fool

deficiency, ***n.*** a condition in which something important is lacking or missing

delicacy, ***n.*** a delicious and rare food that is a special treat to eat (**delicacies**)

dignity, ***n.*** calm behavior and self-control

dromedary, ***n.*** a one-humped camel (**dromedaries**)

dub, ***v.*** to give a name or title to someone; to make someone a knight (**dubbed**)

duel, ***n.*** a fight between two people with weapons

dumbfounded, ***adj.*** shocked or surprised

E

enchanted, ***adj.*** magical or charmed

envy, ***v.*** to be jealous of

epitaph, ***n.*** something written or said about a person who died

estate, ***n.*** property and belongings

F

folks, ***n.*** people

folly, ***n.*** craziness (**follies**)

foolhardy, ***adj.*** foolishly dangerous or daring

fortune, ***n.*** luck

friar, ***n.*** a male member of a religious group who studies or teaches about Christianity; similar to a monk (**friars**)

H

homage, ***n.*** special respect or honor

homely, ***adj.*** unattractive

honorable, ***adj.*** deserving respect

I

ingenuity, ***n.*** skill or cleverness that allows someone to create something or solve a problem

inn, ***n.*** a place where people who are traveling can eat, rest, or sleep

instrumental, ***adj.*** very important

intone, ***v.*** to speak in a way that sounds like music or chanting (**intoned**)

J

joust, ***v.*** to participate in a competition to practice the fighting skills used by a knight (**jousting**)

justice, ***n.*** fairness

K

knight-errant, ***n.*** a knight who spent his time wandering and searching for adventure and romance

L

lance, ***n.*** a long wooden pole with a metal tip

last will and testament, ***n.*** a legal document in which a person states how his property should be distributed and to whom after his death

laughingstock, ***n.*** a person regarded as very foolish and ridiculous

lofty, ***adj.*** very high; deserving admiration

M

mercy, ***n.*** kind or forgiving treatment by someone in power

monumental, ***adj.*** great or extreme

Moors, ***n.*** Muslims who invaded and conquered parts of Spain in the Middle Ages

mount, ***n.*** a horse or other animal intended to be ridden

O

ordinary, ***adj.*** normal or usual

P

page, ***n.*** a young boy in training to become a knight; the first step in the process of becoming a knight (**pages**)

palfrey, ***n.*** a type of horse generally ridden by women in the Middle Ages (**palfreys**)

partridge, ***n.*** a bird that is hunted and eaten for food (**partridges**)

preposterous, ***adj.*** very foolish or silly

provisions, ***n.*** a supply of food and other things that are needed

R

reason, ***v.*** to think in a sensible and logical way

rejoice, ***v.*** to celebrate

reluctantly, ***adv.*** done with hesitation or unwillingness

resign, ***v.*** to give up a job in an official way

resolve, ***v.*** to clear up or deal with successfully (**resolved**)

resonant, ***adj.*** producing a loud, clear, deep sound

reunite, ***v.*** to come together again (**reunited**)

S

scheme, ***n.*** a clever plan or plot to get or do something

scorched, ***adj.*** burned

scorn, ***v.*** to hate (**scorns**)

scoundrel, ***n.*** a person with a bad reputation; a liar

scribe, ***n.*** a person who copies or writes out documents

solemnly, ***adv.*** done in a very serious or formal way

sexton, ***n.*** a person who takes care of church buildings and surrounding property

spoil, ***n.*** something valuable that is stolen or taken by soldiers or thieves (**spoils**)

squire, ***n.*** a young man in the final stages of training to become a knight

swineherd, ***n.*** someone who takes care of pigs

T

turmoil, ***n.*** a state of extreme confusion or action

U

unkempt, ***adj.*** messy

unrequited, ***adj.*** unreturned; one-sided

unyoke, ***v.*** to free from a harness or wagon (**unyoked**)

V

vanquish, ***v.*** to beat or defeat in battle (**vanquished**)

W

wisdom, ***n.*** knowledge gained from having many experiences in life

woe, ***n.*** sadness (**woes**)

worth, ***n.*** importance or value

NAME: _____

DATE: _____

2.1 ACTIVITY PAGE

Core Classics: *The Adventures of Don Quixote*

Glossary and Pronunciation

1. **knight-errant**, ***n.*** a knight who spent his time wandering and searching for adventure and romance.

2. **Caraculiambro** [car*ə*coo*lee*am*bro]

"An Old-School Gentleman Gone Mad"

Having given his horse a name so much to his taste, he wanted a new one for himself, too. He thought about it for eight days more and at last decided in favor of Don Quixote. Remembering that the valiant Amadis did not call himself simply Amadis, but added the name of his country to it, so Don Quixote wished to enlarge his name to Don Quixote de la Mancha. Thereby, he judged, he made clear his origin and honored his country by adopting its name.

He saw nothing left to do but to find a lady to be in love with, for a knight-errant without a lady-love was like a tree without leaves or fruit, or a body without a soul.

1

"For," he said to himself, "if on account of my sins, or by good fortune, I should meet a giant (which is a common occurrence for knights) and cut him in two, or in some way vanquish him, it would be well to have some lady to whom I could order him to present himself. On his arrival he would throw himself on his knees before the fair one, and say in a humble voice, 'I, lady, am the giant Caraculiambro, who has been vanquished in single combat by Don Quixote de la Mancha, who can never be too highly praised, and who has commanded me to present myself before your ladyship in order that you may dispose of me as you please.'" The idea pleased him greatly.

In his own neighborhood there was a very good-looking farmer's daughter whom he had once been smitten with, though she did not seem to know or care anything about him. Her name was Aldonza Lorenzo and he thought her fit to be the lady of his heart. He sought for a name for her that would be suggestive of a princess. In the end he called her Dulcinea del Toboso (since she was

2

a native of Toboso), a name that seemed to him musical and significant, like all the others he had adopted.

. . .

Now, as everything he thought, saw or imagined was tinted and transformed by the nonsense he gathered from his books of chivalry, he at once pictured this inn as a castle with four towers, spires of polished silver, a drawbridge and moat, and all the usual features of castles in romances. Pulling up his steed a little distance away, he waited for a dwarf or page to announce his arrival by the blast of a trumpet from the battlements. But finding there was some unexplained delay, and Rocinante being impatient to get to the stable, he advanced nearer the door. There he caught sight of the two girls already mentioned, who appeared to him to be two beautiful damsels.

Just then it happened that a pig-driver blew on his horn to call his herd from a nearby field.

3

It is important to note that the excerpt uses the term "dwarf or page" and these terms (n.) were used to describe a male assistant.

At once Don Quixote recognized this as the signal of his arrival. So, with extreme self-satisfaction, he approached the ladies, who at the sight of a man so strangely outfitted and bearing a lance and shield, became alarmed and turned to go indoors. But Don Quixote gracefully raised his cardboard visor, revealing his lean, dusty face, and in soothing tones addressed them.

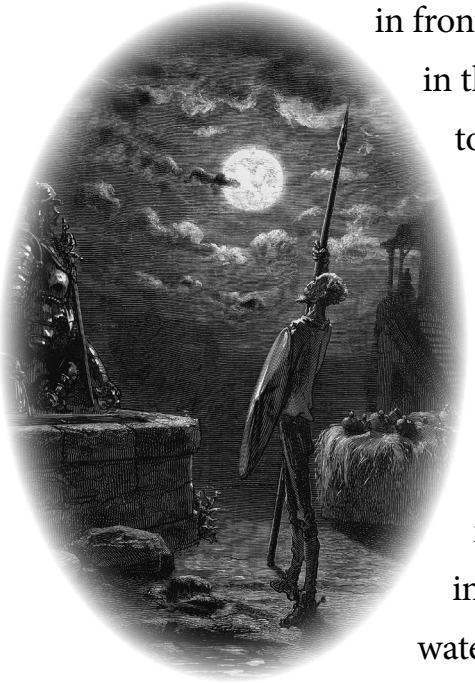
"Do not fly, gentle ladies, and do not be in the least uneasy, for it would ill become a member of the order of chivalry, to which I belong, to do wrong to anyone, let alone such exalted young ladies as your appearance indicates you to be."

4

The girls were astonished and amused at being addressed in this fashion, but not as surprised as the landlord, a fat, good-natured fellow who just then came out to receive his odd-looking guest. He helped him down, attended to his wants and those of Rocinante, and in the course of conversation readily made out the kind of madness from which the stranger suffered. The host happened to know a great deal about the romances of knights-errant and he could not resist the chance to play along with the folly of Don Quixote in order to amuse himself and his guests, who were mostly passing herdsmen and mule drivers.

As soon as Don Quixote had satisfied his hunger, he approached the innkeeper, and, falling on his knees before him, begged him in very flowery language to dub him a knight. His lordship graciously agreed, but reminded Don Quixote that he must first pass a night watching

his armor. Don Quixote then asked to be taken to the chapel to lay his armor in front of the altar. The host explained that the chapel had recently been demolished so that it might be rebuilt, and suggested that the ceremony take place in the courtyard. Such a thing might be done in cases of necessity, he said, as was recorded in the histories of famous knights. So Don Quixote removed his armor and put it in a trough in one of the yards of the inn. For hours he marched up and down in front of it, lance in hand, in the bright moonlight, to the amusement of the landlord and his friends.



It happened, as the night wore on, that one of the mule drivers came into the yard to fetch water for his mules and was unfortunate enough

to lay hands on the armor in order to move it. He had hardly done so when the vigilant Don Quixote gave him such a thwack on the head with his lance that he was knocked out. Then the knight calmly continued his march until a second mule driver, on the same errand, approached the trough and began handling the armor. The second driver promptly met the same fate as the first one.

The comrades of the injured men, coming to learn what was going on, rushed into the yard in anger and began pelting the knight with anything they could pick up. Don Quixote bravely stood his ground, sheltering himself with his shield as best he could and hurling defiance and threats back. How the fight might have ended is impossible to say, had it not been for the arrival of the landlord. Fearing that he was responsible for letting the joke go too far, he anxiously called on the drivers to stop their attack, reminding them that they were dealing with a madman who would not be held accountable for his

actions, even if he killed some of them. In this way the tumult came to an end. The landlord next considered how he could speedily get rid of his dangerous guest. He decided the best and safest way would be to hurry through a ceremony of knighting. He persuaded Don Quixote that his vigil had lasted long enough and proceeded hastily with the formalities. He brought out the account book he kept track of his hay and barley in and pretended to read prayers from it over the kneeling knight. He rapped him twice on the shoulders and neck pretty sharply and declared him a member of the order of chivalry. The two girls then buckled on his sword and spurs and wished him success in battle. Don Quixote gracefully responded, mounted his gallant steed, took a courteous farewell of the lord and ladies of the castle and sallied forth in quest of new adventures. The landlord thought it best not to ask for what he was owed.

8

NAME: _____

DATE: _____

2.2 TAKE-HOME

Core Classics: *The Adventures of Don Quixote*

Read the excerpt from chapter 2, "Don Quixote Leaves Home," from Cervantes's Adventures of Don Quixote in the Anthology. *Then read the same story in "An Old-School Gentleman Gone Mad" from an adapted version of Cervantes's book. Answer the question that follows using complete sentences.*

"An Old-School Gentleman Gone Mad"

Having given his horse a name so much to his taste, he wanted a new one for himself, too. He thought about it for eight days more and at last decided in favor of Don Quixote. Remembering that the valiant Amadis did not call himself simply Amadis, but added the name of his country to it, so Don Quixote wished to enlarge his name to Don Quixote de la Mancha. Thereby, he judged, he made clear his origin and honored his country by adopting its name.

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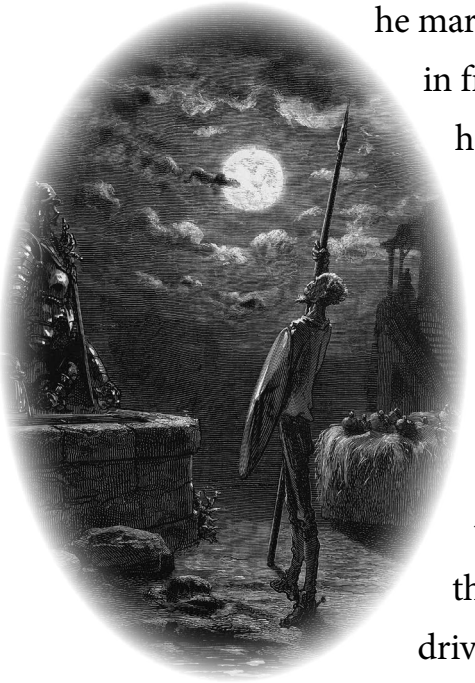

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NAME: _____

DATE: _____

2.2 CONTINUED

TAKE-HOME

1. In what ways is this passage different from the version you read in "Don Quixote Leaves Home" (chapter 2)?

NAME: _____

DATE: _____

Example Persuasive Essay

Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, "The Fisherman and His Wife," a fisherman asks a magic fish to grant his greedy wife's wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.

The fisherman is a fool because he allows his wife to bully him into asking the fish for very extravagant things. For her first two wishes, the wife wants a bigger home each time. She is only satisfied for a week! In these early wishes, the fisherman should have recognized that his wife's greed was growing too fast for their own good. Once the wife gets her bigger home, she decides she wishes to be queen and then wants the power to control the sun and moon. Why on earth would the fisherman think to ask a magic fish for such a power for his wife?

The fisherman is also a fool because he ignores the increasing signs of danger each time he asks the magic fish to grant another ridiculous wish. Each time the fisherman returns to the sea to ask the magic fish to grant a wish, the sea is darker and more dangerous. The fisherman should have recognized the warning in the sea color and movement changes. If he had recognized just how dangerous the sea was becoming, he could have stood up to his wife in time to stop her.

The fisherman should have had the courage to refuse to ask the magic fish to grant more wishes. By ignoring the growing greed of his wife and increasing danger of the sea, the fisherman and his wife got what they deserved in the end. This tale reminds us all to be very careful what we wish for.

NAME: _____

DATE: _____

Persuasive Essay Rubric

	Exemplary	Strong	Developing	Beginning
Introduction	Opinion is clearly stated.	Opinion is stated.	Opinion is stated but is unclear.	An opinion is not stated.
	The hook effectively grabs the reader's attention.	The hook only partially grabs the reader's attention.	The hook does not grab the reader's attention.	A hook is not included.
	The topic or text the essay is based on is briefly introduced with relevant details, such as main characters, setting, plot summary.	The topic or text the essay is based on is introduced with some details.	The topic or text the essay is based on is introduced with few or no details.	The topic or text the essay is based on is not introduced.
Body	All reasons in the body paragraphs support the opinion.	Most reasons in the body paragraphs support the opinion.	Some reasons in the body paragraphs support the opinion.	Few or no reasons in the body paragraphs support the opinion.
Conclusion	Opinion is effectively restated in a different way from the introductory paragraph.	Opinion is restated in the same way as in the introductory paragraph.	Opinion is restated in an unclear way.	Opinion is not restated.
	An effective statement is included to persuade the reader to agree with the opinion.	A statement to persuade the reader to agree with the opinion is included, but is not fully convincing.	A statement to persuade the reader to agree with the opinion is included.	No statement to persuade the reader is included.
	The conclusion provides an original final new thought about the opinion.	The conclusion provides one final thought about the opinion.	The connection of the final thought to the opinion is unclear.	No final thought is included.
Structure of the piece	All sentences in paragraphs are presented logically.	Most sentences in paragraphs are presented logically.	Some sentences in paragraphs are presented logically.	Connections between sentences in paragraphs are confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Some information has been paraphrased.	Little information has been paraphrased.
	All transition words or phrases are used appropriately.	Most transition words or phrases are used appropriately.	Some transition words or phrases are used appropriately.	Transition words or phrases are not used.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

NAME: _____

DATE: _____

3.1 ACTIVITY PAGE

Vocabulary for "Don Quixote and Sancho Panza Have Some Strange Adventures" and "More Strange Adventures"

1. **spoil**, ***n.*** something valuable that is stolen or taken by soldiers or thieves (**spoils**)

2. **afield**, ***adv.*** off the right course; far from the starting point

3. **friar**, ***n.*** a male member of a religious group who studies or teaches about Christianity; similar to a monk (**friars**)

4. **dromedary**, ***n.*** a one-humped camel (**dromedaries**)

5. **bewilder**, ***v.*** to confuse

6. **enchanted**, ***adj.*** magical or charmed

7. **basin**, ***n.*** a shallow bowl

8. **ardent**, ***adj.*** having or showing very strong feelings

9. **mercy**, ***n.*** kind or forgiving treatment by someone in power

Word	**Pronunciation**	**Page**
Sancho Panza	/son*choe/ /pon*sə/	9
Rucio	/roo*see*oe/	9
Lápice	/lop*ee*sae/	12
El Toboso	/el/ /təb*oe*soe/	12
Mambrino	/mom*bree*noe/	13
Ginés de Pasamonte	/hee*naes/ /dae/ /pos*om*oen*tae/	14

NAME: _____

DATE: _____

3.2 ACTIVITY PAGE

Character Chart: Sancho Panza

Physical Description

Evidence from Text

Page(s) _____	
Page(s) _____	
Page(s) _____	
Page(s) _____	
Page(s) _____	
Page(s) _____	

Character Trait

Character Chart: Sancho Panza

Character Trait	Evidence from Text
	Page(s)_____
	Page(s)_____
	Page(s)_____
	Page(s)_____

Character Trait	
	Page(s)_____
	Page(s)_____

NAME: _____

DATE: _____

Character Chart: Sancho Panza

Character Trait	Evidence from Text
	Page(s)_____
	Page(s)_____
	Page(s)_____
	Page(s)_____
	Page(s)_____
	Page(s)_____

Character Chart: Sancho Panza

Character Trait	Evidence from Text
	Page(s)_____
	Page(s)_____
	Page(s)_____
	Page(s)_____

Character Trait	
	Page(s)_____
	Page(s)_____

NAME: _____

DATE: _____

3.3 TAKE-HOME

"Don Quixote and Sancho Panza Have Some Strange Adventures"

Read chapter 4 from Adventures of Don Quixote *and answer the question that follows using complete sentences.*

Write a brief summary of this adventure, using the core vocabulary words *spoils*, *friars*, and *bewilder*.

_____

_____

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_____

NAME: _____

DATE: _____

Mixed Practice: Noun and Pronoun Subject–Action Verb Agreement

Fill in the "Agreement" column using the information provided. The first two are done for you.

Subject	Action Verb	Agreement
Robert	work	Example: *Robert works*
he	work	Example: *he works*
Don Quixote and Sancho Panza	travel	
they	travel	
the housekeeper	worry	
she	worry	
the arrow	miss	
it	miss	
the king	govern	
he	govern	
the mule	carry	
it	carry	
we	challenge	
the lady	beg	
I	wish	

Using only pronouns for subjects, write expanded sentences for five pronoun subject-verb agreement statements from the chart.

Example: He works late on the weekends.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

NAME: _____

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Practice Suffix –*ness*

Write the correct word to complete each sentence.

drowsiness	brightness	steadiness
crispness	greatness	emptiness

1. I walked outside and the _____ of the day lifted my spirits after being sick on the couch for two days.

2. Maria felt a sense of accomplishment when she noticed the _____ of her desk after cleaning off all the unnecessary papers and supplies she had piled on top of it.

3. _____ set in about halfway through the movie as many of the people in the audience started to close their eyes instead of watch the screen.

4. I love the _____ of celery and the way it crunches when I take a bite.

Choose the statement that best answers the question.

5. Which of the following best demonstrates steadiness?
   A. a chair with a wobbly leg
   B. my dad holding the ladder while I climb up to reach a kite in the tree
   C. a child riding a bike without training wheels for the first time

6. Which of the following best demonstrates greatness?
   A. a man walking down the street
   B. a baby watching his mother bounce a ball
   C. a well-known scientist giving a talk about the cure he discovered for a disease

7. Which of the following best demonstrates brightness?
   A. the basement of a house during a storm
   B. a room with lots of windows letting in sunshine on a cloudless day
   C. a cloudy day

8. Which of the following best demonstrates emptiness?
   A. a laundry basket with no clothes inside
   B. a bathtub overflowing with water
   C. a very heavy backpack that is hard to pick up off the ground

NAME: _____

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ACTIVITY PAGE **3.6**

Writing Opinions with Supporting Details When Answering Prompts

Read each excerpt and complete the activity in the next column.

Chapter/ Page #	Excerpt from Don Quixote	Write an opinion, support it with a reason, and identify one piece of evidence from the excerpt to support the reason.
Chapter 2, Page 4	"First there was the watching of the armor..." to "...this time in complete silence."	Prompt: *Is Don Quixote's desire to be a knight (which leads him to guard his armor) a good enough reason for attacking the mule drivers?* Opinion: _____ _____ Reason: _____ _____ Evidence from Text: _____ _____
Chapter 4, Page 10	"On the road again..." to "But horse and knight were flung to the ground…"	Prompt: *Is Don Quixote's desire to be a knight (which leads him to attack the windmills) a good enough reason for suffering the pain and bruises of falling off his horse?* Opinion: _____ _____ Reason: _____ _____ Evidence from Text: _____ _____

NAME: _____

DATE: _____

4.1 ACTIVITY PAGE

Vocabulary for "Back to La Mancha," "Don Quixote Learns He Is Already Famous," and "On the Road Again"

1. **confounded**, ***adj.*** terrible or annoying

2. **deceive**, ***v.*** to make someone believe something that is not true; trick or fool

3. **fortune**, ***n.*** luck

4. **sexton**, ***n.*** a person who takes care of church buildings and surrounding property

5. **folks**, ***n.*** people

Word	Pronunciation	Page
Sierra Morena	/see*ae*ro/ / moe*rae*no/	16
Micomicona	/mee*koe*mee*koe*no/	17
Bartholomew Carrasco	/bar*tho*ləm*ue/ /co*ro*skoe/	20
Salamanca	/so*lo*mong*ko/	20
Doña	/doe*nyo/	21

NAME: _____

DATE: _____

"Back to La Mancha," "Don Quixote Learns He Is Already Famous," and "On the Road Again"

Answer each question thoughtfully, citing evidence from the text and page number(s) where you found support for each answer. Answer in complete sentences and restate the question in your answer whenever possible.

1. The phrase *with all due respect* is used when someone is going to disagree with, or criticize, someone they do not want to offend. Why do you think Sancho uses that phrase on page 16?

   _____

   _____

   Page(s) _____

2. Why does the barber ask Sancho not to tell Don Quixote that he saw them, and why will they be in disguise?

   _____

   _____

   _____

   Page(s) _____

3. What is the friends' plan to bring Don Quixote and Sancho home?

   _____

   _____

   Page(s): _____

4. What does Don Quixote do to make the innkeeper angry?

_____

_____

Page(s): _____

5. Contrast the ways Sancho's wife and the women in Don Quixote's household react to their return.

_____

_____

_____

Page(s): _____

6. Why do Don Quixote and Samson become friends?

_____

_____

_____

Page(s): _____

7. Why does Sancho say, "What will I do? How can I get out of this one?"

_____

_____

_____

Page(s): _____

8. Why does Sancho ask Dulcinea to "soften a little"?

_____

_____

Page(s): _____

Challenge: When Don Quixote asks Sancho what other people think of him, Sancho tells him that some say he's crazy, but funny, and some say he's brave, but unfortunate. Which of these six things do you think best describes Don Quixote? Provide one piece of evidence from the text to support your answer.

_____

_____

_____

_____

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_____

_____

_____

_____

Page(s): _____

NAME: _____

DATE: _____

"Back to La Mancha"

Read chapter 6 and answer the questions that follow using complete sentences.

1. How do the priest and the barber get Don Quixote in a cage?

_____

_____

_____

Page(s): _____

2. How do Don Quixote and Sancho each respond to being taken back home by the priest and the barber? Is there any connection between the way each responds and the character traits you have identified for each?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Page(s): _____

NAME: _____

DATE: _____

Write a Claim

Use the graphic organizer to draft a claim.

Essay Prompt: ***Do Don Quixote's good intentions justify his actions?***		
	1st Draft	**Revised**
Opinion (Restate the prompt and answer it *yes* or *no*.)		
Reason (What is one reason why you chose *yes* or *no*?)		
Evidence (What examples from the text support your opinion and reason?)	1.	
	2.	

NAME: _____

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5.1 ACTIVITY PAGE

"Back to La Mancha," "Don Quixote Learns He Is Already Famous," and "On the Road Again"

As you and your partner read the chapters, answer the following questions.

1. On page 16, Sancho makes a comment about Don Quixote and how odd he is when he speaks to Lady Dulcinea. What does this reveal about Sancho's character?

_____

_____

_____

The following question, for chapter 6, has two parts. Answer Part A and then answer Part B.

2. **Part A**: How does Sancho feel about the priest and the barber?
   A. He dislikes them very much.
   B. He is frightened of them and wants to get away from them as quickly as possible.
   C. He admires them and does not want to offend them.
   D. He thinks he is better than they are.

   Part B: What statement from the text best supports the answer to Part A?
   A. "Master and I go around righting things that are wrong in the world and fighting evil."
   B. "We'll be in disguise when you come out."
   C. "His estate needs attention; you yourself would be better off helping your wife take care of the fields."
   D. "With all due respect, you don't understand."

   Page(s) _____

3. When the priest and the barber put Don Quixote in the wooden cage, Don Quixote and Sancho react differently. How does each react?

_____

_____

Page(s) _____

4. The author uses the phrase *beside himself* twice in these chapters—once on page 17 and once on page 20. What does this phrase mean? What is the difference between the use of the phrase on page 17 and the use of the phrase on page 20?

_____

_____

_____

_____

_____

5. What new pieces of evidence from the text support the view that Don Quixote is idealistic? Record this information on Activity Page 1.3, drawing an arrow from the box in the center column to the box(es) in which you record the evidence.

6. What new pieces of evidence from the text support the view that Sancho Panza is realistic? Record this information on Activity Page 3.2, drawing an arrow from the box in the center column to the box(es) in which you record the evidence.

7. What new pieces of evidence from the text support the view that Sancho is loyal? Record this information on Activity Page 3.2, drawing an arrow from the box in the center column to the box(es) in which you record the evidence.

NAME: _____

DATE: _____

5.2 TAKE-HOME

Subject-Linking Verb Agreement

Fill in the "Agreement" column using the information provided. The first two are done for you.

Subject (Noun or Pronoun)	Linking Verb	Agreement
the criminals	to be	Example: *the criminals are*
they	to be	Example: *they are*
Don Quixote	to feel	
he	to feel	
the guards and criminals	to look	
she	to look	
a lady and her maids	to be	
they	to be	
it	to taste	
I	to be	
it	to smell	
you	to be	

Write expanded sentences for five additional subject–linking verb agreement statements from the chart. Choose nouns as subjects for two sentences and pronouns as subjects for the remaining three sentences.

Example: The criminals are on their way to do hard labor on the king's ships.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

NAME: _____

DATE: _____

5.3 TAKE-HOME

Practice Root *vac*

Write the correct word to complete each sentence. Use a print or digital resource to locate unknown words to determine meaning, syllabication, and pronunciation.

evacuate	vacancy	evacuee	vacant
vacate	vacuum	evacuation	vacation

1. After our neighbors moved, their house stood _____ for many months.

2. A clever invention keeps drinks hot or cold by creating an airtight _____ between two bottles, one placed inside the other.

3. We drove and drove, looking for a motel with a(n) _____ sign.

4. Someone who must leave an area is called a(n) _____.

5. The forced _____ from the town caused a huge traffic jam for miles around.

6. Mom told us to _____ the house because of our muddy shoes.

7. When the bus swerved off the road, all the passengers had to _____ the bus.

8. My favorite summer _____ is going to the beach.

NAME: _____

DATE: _____

Spelling Words

The following is a list of spelling words. These words are content words related to the Adventures of Don Quixote *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. Use a print or digital resource to locate unknown words to determine pronunciation and syllabication of each word.

1. ordinary
2. imagination
3. knighthood
4. disguise
5. squire
6. armor
7. nonsense
8. courage
9. adventure
10. enchanted
11. jousting
12. rejoice

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.

Spelling Word	Definition
ordinary	normal or usual
imagination	the ability of someone's mind to form a picture of something without having seen or experienced that thing
knighthood	the rank or title of a knight
disguise	to change the usual appearance, sound, taste, etc. of something (someone or something) so that people will not recognize that person or thing
squire	a young man in the Middle Ages who helped a knight before eventually becoming a knight himself
armor	a protective metal covering used to keep a person safe from injury during battle
nonsense	words or ideas that are foolish or untrue
courage	the ability to do something that you know is difficult or dangerous
adventure	an exciting or dangerous experience
enchanted	put under a magic spell
jousting	a medieval contest with two opponents on horseback
rejoice	to be glad; take delight

NAME: _____

DATE: _____

5.5 TAKE-HOME

Practice Spelling Words

adventure	imagination	ordinary	courage	squire	rejoice
disguise	knighthood	enchanted	nonsense	armor	jousting

List the spelling words in alphabetical order.

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

NAME: _____

DATE: _____

Vocabulary for "The Knight of the Wood" and "The Adventure of the Lions"

1. **duel**, ***n.*** a fight between two people with weapons

2. **scheme**, ***n.*** a clever plan or plot to get or do something

3. **caravan**, ***n.*** a group of people, animals, or vehicles traveling together

4. **bold**, ***adj.*** fearless

5. **foolhardy**, ***adj.*** foolishly dangerous or daring

6. **dumbfounded**, ***adj.*** shocked or surprised

Word	Pronunciation	Page
Casildea	/kas*eel*dae*ə/	24
Tomé Cecial	/toe*mae/ /sae*see*ol/	25

NAME: _____

DATE: _____

Introductory Paragraph

Use the graphic organizer to plan the introductory paragraph for your persuasive essay.

	1st Draft	Revision
Lead -Ask a question -Use a memorable detail from the book -Describe a character -Quote a memorable piece of dialogue from the book and explain it		
Introduce text -title of text -author's name -main characters -setting -basic plot summary		
State claim (from Activity Page 5.4) that answers prompt: -Do Don Quixote's good intentions justify his actions? (*yes* or *no*)		

Draft your introductory paragraph here:

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

7.1 ACTIVITY PAGE

Vocabulary for "The Strange Knight and Squire—Challenge, Victory, and Transformation" and "The Gentleman in Green, Adventure with the Lions, and Astonished Friends"

1. **woe**, ***n.*** sadness (**woes**)

2. **unrequited**, ***adj.*** unreturned; one-sided

3. **scorn**, ***v.*** to hate (**scorns**)

4. **bestow**, ***v.*** to give

5. **scoundrel**, ***n.*** a person with a bad reputation; a liar

6. **folly**, ***n.*** craziness (**follies**)

7. **vanquish**, ***v.*** to beat or defeat in battle (**vanquished**)

8. **unyoke**, ***v.*** to free from a harness or wagon (**unyoked**)

9. **commend**, ***v***. to entrust or commit (**commended**)

Word	Pronunciation	Page
Casildea de Vandalia	/kas*eel*dae*ə/ /dae/ /von*dol*ee*ə/	4
Oran	/oe*ron/	7

Core Classics:
The Adventures of Don Quixote

"The Strange Knight and Squire-Challenge, Victory and Transformation"

The mournful stranger took Don Quixote by the arm and invited him to sit down. "From what I have just heard from you," said Don Quixote, "I take it your woes are due to love–an unrequited passion for a fair lady?" The stranger nodded, and asked if Don Quixote was also suffering so. "That is my fate," he replied, "though I cannot exactly say my lady scorns me."

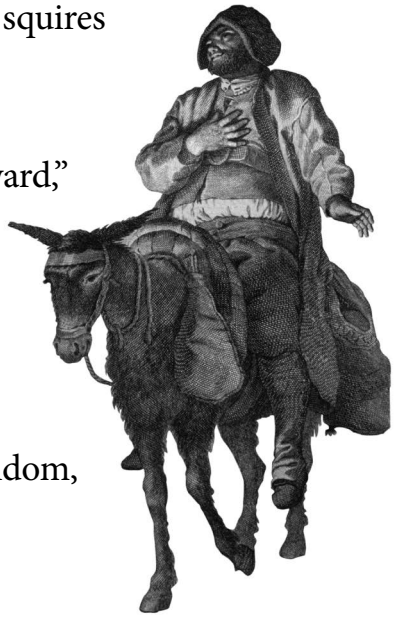
"Certainly not," said Sancho, "for she is as gentle as a lamb and as soft as butter."

1

"Is this your squire?" demanded the stranger. "And do you allow him to speak when you are in a conversation?"

"I can talk and I have talked to better people than you. But never mind–the less said, the sooner mended," said Sancho.

The stranger's squire now drew Sancho aside, saying, "Come, let's chat together, and let our masters talk as they please about their love problems." And away they went to discuss the hardships squires put up with.



"The hope of reward," said the stranger's squire, "makes up for a lot. It is a poor knight-errant who cannot bestow an earldom, or a government, on his squire."

2

"Yes," answered Sancho, "my master has promised me the governorship of an island." . . .

"You may find," said the other, "that island government is more trouble than profit. Likely enough, if we were wise men we would stay at home with our families instead of tramping around the country with a master like mine, who is as crazy as he is brave, and even more than that, is a scoundrel."

"Mine is certainly mad," said Sancho, "but he is not a liar. He's as honest and innocent as a babe. You can persuade him of anything, and that is why I love him and cannot leave him in spite of all his follies."

"It's the blind leading the blind," said the other, "and we'll all end up in a ditch. But talking is making me dry. I have something in my saddlebag that will moisten our tongues." As he said it, he pulled out a flask of wine and a large rabbit pie and both men went on eating, drinking, and talking until at last they fell asleep.

3

Meanwhile their masters spent the time in courteous knightly conversation. "Finally, sir," the other knight was saying, "I fell desperately in love with Casildea de Vandalia and she tested my devotion by laying on me such tasks as those imposed on Hercules by his step-mother. . . . Now she has ordered me to cross all the provinces of Spain and force every knight-errant I meet to confess that she is the best and most beautiful of women and I am the bravest and most adoring knight in the world. I have crossed Spain from end to end and defeated all the knights who dared to oppose me, especially that famous one Don Quixote de la Mancha, who I compelled to confess that my Casildea is more beautiful than his Dulcinea. I consider my conquest of him to be equal to the defeat of all the knights of the world because he has defeated them all, and I therefore reap all his glory and fame."

"Sir knight," said Don Quixote quietly, "I say nothing about your other victories, but I do not admit that you have vanquished Don Quixote

de la Mancha. You may have overcome someone resembling him, but certainly not the man himself."

"How not the man himself?" exclaimed the knight of the wood. "I swear to you the contrary. Is he not tall, with a long, lean face and a hooked nose bent to one side, gray-haired, lanky-limbed, with a heavy, drooping mustache, and calls himself the Knight of the Sad Face or the Sorrowful Countenance? Moreover, he has for his squire a peasant by the name of Sancho, and for his horse a steed named Rocinante, and for his lady-love Dulcinea del Toboso, sometimes called Aldonza Lorenzo. And if that is not enough to prove I am telling the truth, then here is my sword, which will force belief on the most incredulous."

"Softly, good sir. Listen to me for a moment," answered Don Quixote. "The man you speak of is a particular friend of mine, and though your description is fairly accurate on the whole,

I am certain he is not the man in question. He has many enemies among the enchanters, one in particular, and one of these may have impersonated him and allowed himself to be defeated by you in order to damage Don Quixote's reputation. I can tell you as a fact that in the last couple of days evil enchanters have transformed the lovely Dulcinea del Toboso into a lowly peasant girl. And if you are still dissatisfied with what I say, then here stands, in person, Don Quixote himself, ready to prove his identity with his weapons in whatever fashion you prefer." Saying this, Don Quixote stood up, clutched the hilt of his sword, and waited for the knight to make his decision.

The strange knight replied quietly, "It is not becoming for knight-errants to perform feats of arms in the dark, like highwaymen," he said. "Let us wait for daylight, and let the conditions of battle be that the defeated shall obey the command of the victor, so long as the command is something a knight can obey without dishonoring himself."

"The Gentleman in Green, Adventure with the Lions, and Astonished Friends"

Don Quixote planted himself in the middle of the road and yelled to the two men on the cart. "Where are you going, friends, and what have you on the wagon?"

"The wagon and mules are mine," said one of the men, "but the crates contain two fierce lions, presents to the king from the governor of Oran in Africa. They are the biggest lions that ever came to Spain."

"I am not scared of lions," declared Don Quixote, "however fierce or big they are. Open the cages and let them out, and I will show the enchanters who have sent them what Don Quixote de la Mancha can do."

The men on the cart were dumbfounded at this command. Sancho wrung his hands in

despair. The gentleman in green urged Don Quixote not to continue with his purpose.

"These lions are not sent to harm you or test your courage," he said. "They are presents to His Majesty and you have no right to interfere with them." "Let everybody mind his own business!" said Don Quixote. "Mine is to deal with these lions. Now, sir, open the cages at once or I will fasten you to your wagon with my lance."

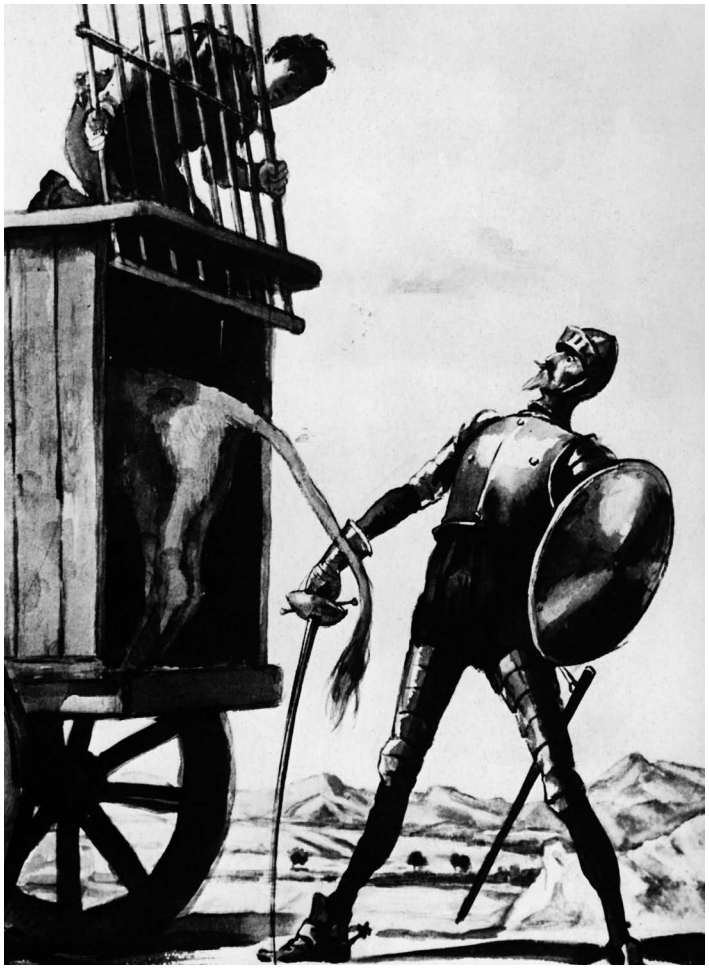
The terrified man, seeing that Don Quixote was determined, and probably crazy, said, "For God's sake, sir, let me unhitch my mules, for if they are killed by the lions I am ruined."

This Don Quixote allowed. The wagon driver, calling on all there to bear witness that he was being forced against his will and over his protests, unyoked his animals and led them out of harm's way. The gentleman in green, after trying again uselessly to reason with Don Quixote, also went off some distance, taking the tearful, trembling Sancho with him. The man

left on the wagon also made an appeal, but got only a stern command to open a lion's cage as an answer. While he set about this, Don Quixote dismounted and turned Rocinante loose, having resolved to fight the lions on foot with his sword. Then he commended himself to God and to Dulcinea, and stood ready in front of the lion's door. The keeper, seeing no other way, opened the door of the cage and revealed a magnificent lion stretched out on the floor of the crate. Dazed by the sudden flood of light into his den, the lion turned around, reached out an enormous paw and stretched his body its full length. Next he opened his mouth and yawned leisurely. After this he got up and quietly surveyed the landscape. He extended his scarlet tongue, which was two-hands long, and began to lick the dust from his eyes and face. Then he stuck his head out the doorway and gazed calmly around, his great eyes searching, terrifying to even the bravest heart.

Don Quixote, undaunted, waited with impatience for the lion to leap out so that he

might engage him and slice him to pieces. But 1
that moment never came. The majestic lion, 2
seeming satisfied with what he had seen, turned 3
back into his den without noticing the knight, 4
slowly lay down again, and went back to sleep. 5



10

Don Quixote ordered the keeper to excite the lion by poking him with sticks and beating him, but the keeper refused, saying that the knight had already proven his courage and that he should not force combat on an unwilling opponent.

The knight admitted the truth of this argument. "Shut the door then, and I will signal my friends to return," he said, tying a white cloth to the tip of his lance and then waving it for Sancho and the gentleman in green to see.

"I'll be hanged if my master has not defeated the king of the beasts!" exclaimed Sancho, and he ran forward to learn what had happened.

The keeper gave a full and flattering account of what had taken place. Don Quixote gave him a couple of gold coins for him and his companion as a reward for their trouble. "And if the matter should come to the ears of the king," he added, "and he should wish to know who performed this feat, tell him it was Don Quixote de la Mancha, now known as the Knight of the Lions, for I am

dropping the name 'Sorrowful Countenance,' and
adopting the other as the customs of chivalry
allow."

12

NAME: _____

DATE: _____

Core Classics: *The Adventures of Don Quixote*

Read the following excerpt and complete the activity that follows.

"The Gentleman in Green, Adventure with the Lions, and Astonished Friends"

Don Quixote planted himself in the middle of the road and yelled to the two men on the cart. "Where are you going, friends, and what have you on the wagon?"

"The wagon and mules are mine," said one of the men, "but the crates contain two fierce lions, presents to the king from the governor of Oran in Africa. They are the biggest lions that ever came to Spain."

"I am not scared of lions," declared Don Quixote, "however fierce or big they are. Open the cages and let them out, and I will show the enchanters who have sent them what Don Quixote de la Mancha can do."

The men on the cart were dumbfounded at this command. Sancho wrung his hands in

despair. The gentleman in green urged Don Quixote not to continue with his purpose.

"These lions are not sent to harm you or test your courage," he said. "They are presents to His Majesty and you have no right to interfere with them." "Let everybody mind his own business!" said Don Quixote. "Mine is to deal with these lions. Now, sir, open the cages at once or I will fasten you to your wagon with my lance."

The terrified man, seeing that Don Quixote was determined, and probably crazy, said, "For God's sake, sir, let me unhitch my mules, for if they are killed by the lions I am ruined."

This Don Quixote allowed. The wagon driver, calling on all there to bear witness that he was being forced against his will and over his protests, unyoked his animals and led them out of harm's way. The gentleman in green, after trying again uselessly to reason with Don Quixote, also went off some distance, taking the tearful, trembling Sancho with him. The man

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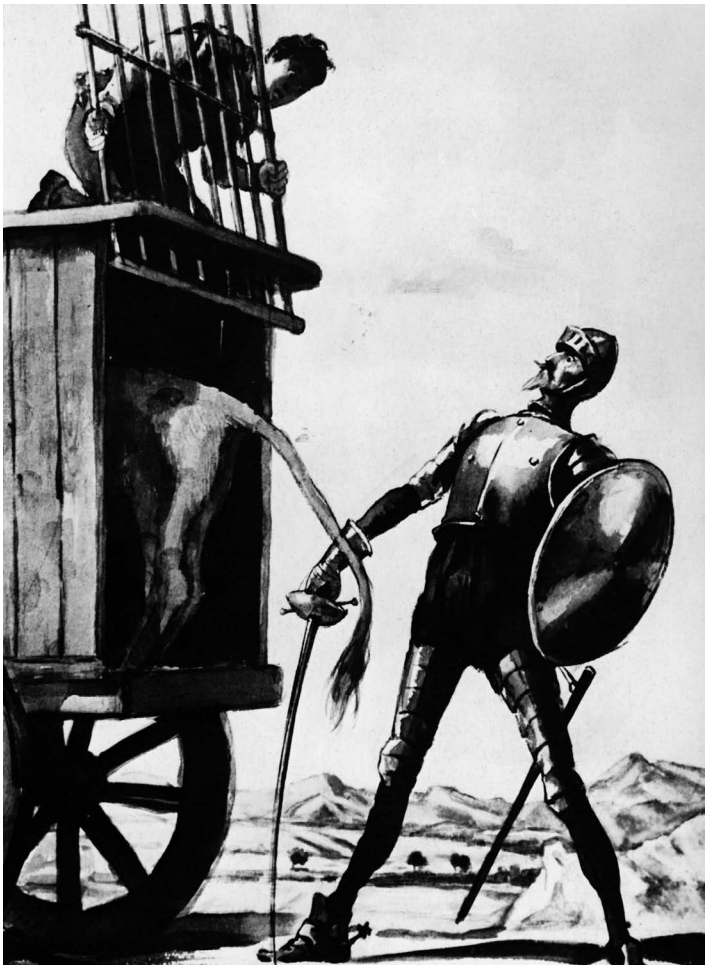
Don Quixote, undaunted, waited with impatience for the lion to leap out so that he

3

might engage him and slice him to pieces. But that moment never came. The majestic lion, seeming satisfied with what he had seen, turned back into his den without noticing the knight, slowly lay down again, and went back to sleep.



4

Don Quixote ordered the keeper to excite the lion by poking him with sticks and beating him, but the keeper refused, saying that the knight had already proven his courage and that he should not force combat on an unwilling opponent.

The knight admitted the truth of this argument. "Shut the door then, and I will signal my friends to return," he said, tying a white cloth to the tip of his lance and then waving it for Sancho and the gentleman in green to see.

"I'll be hanged if my master has not defeated the king of the beasts!" exclaimed Sancho, and he ran forward to learn what had happened.

The keeper gave a full and flattering account of what had taken place. Don Quixote gave him a couple of gold coins for him and his companion as a reward for their trouble. "And if the matter should come to the ears of the king," he added, "and he should wish to know who performed this feat, tell him it was Don Quixote de la Mancha, now known as the Knight of the Lions, for I am

dropping the name 'Sorrowful Countenance,' and adopting the other as the customs of chivalry allow."

Write the correct word from this excerpt to complete each sentence.

unyoked	undaunted	dumbfounded	commended

1. My sister was truly _____ when she heard that she won a prize in the contest.

2. After plowing the fields, the farmer led the _____mules back to the barn.

3. The fireman seemed _____ as he courageously fought the blaze.

4. Before charging into battle, the knight paused for a moment and _____ his safety to God.

NAME: _____

DATE: _____

Persuasive Essay Body Paragraphs

Use the following graphic organizer to plan the first body paragraph of your persuasive essay.

Essay Prompt: ***Do Don Quixote's good intentions justify his actions?***	
State your opinion from the introductory paragraph:	
Reason #1 (Recopy this from Activity Page 5.4.)	
Evidence (What examples from the text support your opinion and reason #1? You may recopy this from Activity Page 5.4.)	1. Page(s) _____
	2. Page(s) _____
How does your evidence connect to your reason? Explain the connection.	

Draft your first body paragraph on the lines below.

NAME: _____

DATE: _____

Use the following grpahic organizer to plan the second body paragraph of your persuasive essay.

Essay Prompt: ***Do Don Quixote's good intentions justify his actions?***	
State your opinion from the introductory paragraph:	
Reason #2 (What is another reason why you choose your opinion?)	
Evidence (What examples from the text support your opinion and reason #2?)	1. Page(s) _____
	2. Page(s) _____
How does your evidence connect to your reason? Explain the connection.	

Draft your second body paragraph on the lines below.

NAME: _____

DATE: _____

8.1 ACTIVITY PAGE

Vocabulary for "The Puppet Show" and "At the Duke's Palace"

1. **Moors**, ***n.*** Muslims who invaded and conquered parts of Spain in the Middle Ages

2. **monumental**, ***adj.*** great or extreme

3. **brocade**, ***n.*** a type of fabric or cloth with raised designs in gold or silver thread

4. **clergyman**, ***n.*** a church leader who performs religious services

5. **laughingstock**, ***n.*** a person regarded as very foolish and ridiculous

Word	Pronunciation	Page
Doña Melisendra	/doe*nyo/ /mae*lee*sen*dro/	32
Don Gaiferos	/doen/ /gie*fer*oes/	32
Charlemagne	/shar*lə*maen/	32
Marsilio	/mor*see*lee*oe/	32
Ginés de Pasamonte	/hee*naes/ /dae/ /pos*om*oen*tae/	33

NAME: _____

DATE: _____

"The Puppet Show" and "At the Duke's Palace"

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. At the end of the first paragraph on page 31, the innkeeper says he would give the man with the green eye patch a room even if it meant taking one away from the most powerful duke in Spain. What does this tell you about the way the innkeeper feels about the man with the green eye patch?

   _____

   _____

   Page(s): _____

2. How does the puppeteer feel about Don Quixote and Sancho?

   _____

   _____

   _____

   Page(s): _____

3. Describe the story of Doña Melisendra.

_____

_____

_____

_____

Page(s): _____

4. What monumental confusion does Don Quixote create at the puppet show? How does this event support the view that Don Quixote is idealistic?

_____

_____

_____

_____

Page(s): _____

5. Based on the way it is used in this paragraph, what do you think the phrase *what the eyes of his imagination saw* means?

_____

_____

Page(s): _____

6. On page 31, the text says that Master Peter's monkey answers any questions about things that are happening or have already happened. Is this true? Describe what is really happening.

_____

_____

_____

_____

_____

_____

_____

Page(s): _____

7. Why does the Duchess invite Don Quixote and Sancho to the palace for a visit with her and the Duke ?

_____

_____

_____

_____

Page(s): _____

8. Contrast the way the Duke and the clergyman react to Don Quixote.

_____

_____

_____

Page(s): _____

The following question has two parts. Answer Part A and then answer Part B.

9. **Part A**: What does Don Quixote think of the clergyman?

   A. He thinks the clergyman is funny and he laughs at him.

   B. He thinks the clergyman is too serious and tries to make him laugh.

   C. He thinks the clergyman is wrong and he gets very angry at him.

   D. He thinks the clergyman is trying to ruin the fun Don Quixote and Sancho are having at the palace.

   Part B: What line from the text best supports the correct answer to Part A?

   A. "The serious-minded priest, hearing all that talk about giants and enchantments, imagined that this must be the hero of the book the Duke liked to read often."

   B. "Don Quixote stood up, shaking from head to toe."

   C. "Host and hostess were having the time of their lives. They would not let the priest spoil their fun."

   D. "I shall not set foot in this palace as long as those foolish guests remain here."

   Page(s): _____

NAME: _____

DATE: _____

8.3 TAKE-HOME

"At the Duke's Palace"

Read chapter 12 and answer the question that follows.

*Using the three core vocabulary words for this chapter (*brocade, clergyman, *and* laughingstock*), write a one-paragraph summary of this chapter.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Page(s): _____

NAME: _____

DATE: _____

8.4 TAKE-HOME

Review Sentences, Verbs, and Subject-Verb Agreement

Use the chart below to match each subject with its predicate (including one of the verbs from the middle column). Hint: You may want to number each subject, verb, and predicate. See the example in the chart. Then, write complete sentences on the lines below, making sure to use capital letters, proper punctuation, and any additional words necessary. The first one has been done for you.

Subjects	**Verbs**	**Predicates**
the lion keeper (1)	relax	Dulcinea does not love him
La Mancha	to look	Don Quixote is a laughingstock
the puppeteer	worry	Don Quixote that he is a brave and courageous man (1)
the priest	to be	before the Duke
Sancho	kneel	on the puppeteer's shoulder
Don Quixote	tell (1)	a province in the heart of Spain
the monkey	think	very upset

1. *The lion keeper tells Don Quixote that he is a brave and courageous man.*

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

Challenge: *Write a complete sentence using a pronoun as the subject and a linking verb as the verb.*

Example: I am really thirsty after running the race.

8. _____

_____

NAME: _____

DATE: _____

Root Word *vac*

Write the correct word to complete each sentence.

1. Creating a _____ is a very difficult thing to do because it is
   (vacuum, vacancy)
   nearly impossible to make a space without any air or other gases.

2. Farmers must _____ their grazing animals to protect them
   (vacate, evacuate)
   from flooding fields.

3. When Juan moved away, he left a _____ in the fifth grade
   (evacuee, vacancy)
   class.

4. The town was like a ghost town after the mass _____.
   (evacuation, vacancy)

For each word, write a sentence using the word.

5. vacant

_____

_____

_____

_____

6. vacation

NAME: _____

DATE: _____

Practice Spelling Words

Write a sentence for each of the spelling words.

adventure	imagination	ordinary	courage	squire	rejoice
disguise	knighthood	enchanted	nonsense	armor	jousting

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

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

_____

_____

_____

NAME: _____

DATE: _____

9.2 ACTIVITY PAGE

Vocabulary for "The Adventure of the Wooden Horse" and "Don Quixote Advises Sancho"

1. **ordinary**, ***adj.*** normal or usual
2. **bellows**, ***n.*** a mechanical device that blows out air when its sides are pressed together
3. **scorched**, ***adj.*** burned
4. **worth**, ***n.*** importance or value
5. **wisdom**, ***n.*** knowledge gained from having many experiences in life
6. **swineherd**, ***n.*** someone who takes care of pigs
7. **envy**, ***v.*** to be jealous of
8. **justice**, ***n.*** fairness
9. **unkempt**, ***adj.*** messy
10. **Almighty**, ***n.*** God

Word	Pronunciation	Page
Trifaldi	/trif*awl*dee/	37
Antonomasia	/on*toe*noe*mos*ee*ə/	37
Candaya	/kon*da*yo/	37
Don Clavijo	/doen/ /klo*vee*hoe/	37
Malambruno	/mol*om*broo*noe/	37
Clavileño	/klo*vee*laen*yoe/	38

NAME: _____

DATE: _____

9.3 TAKE-HOME

"Don Quixote Advises Sancho"

Read chapter 14.

Write the correct word from the excerpt to complete each sentence.

envy	worth	unkempt	justice	wisdom

1. It is highly likely that one of the reasons the man was not hired was his _____ appearance during the interview.

2. There was a certain _____ in my mother's decision that my brother would be not be given any dessert after dinner since he had snacked on cookies in the afternoon, even though my mother told us that we could only have a piece of fruit.

3. I really _____ my best friend Sam, who just got a new cell phone.

4. It is difficult to know the car's _____ , since it has a lot of damage from a recent parking accident.

5. The president must make a very important decision that will require much _____.

NAME: _____

DATE: _____

10.1 ACTIVITY PAGE

Vocabulary for "Sancho, Governor for Life," "Danger at the Island," and "Sancho's Wisest Decision"

1. **reason**, ***v.*** to think in a sensible and logical way

2. **partridge**, ***n.*** a bird that is hunted and eaten for food (**partridges**)

3. **commotion**, ***n.*** noise

4. **ingenuity**, ***n.*** skill or cleverness that allows someone to create something or solve a problem

5. **reluctantly**, ***adv.*** done with hesitation or unwillingness

6. **agony**, ***n.*** extreme pain

7. **booty**, ***n.*** valuable goods or money taken as a prize after victory

8. **administration**, ***n.*** government

9. **resign**, ***v.*** to give up a job in an official way

10. **dignity**, ***n.*** calm behavior and self-control

Word	Pronunciation	Word
Rucio	/roo*see*oe/	44
Barataria	/bor*ot*or*ee*ə/	44
Hippocrates	/hip*ok*rə*teez/	46

NAME: _____

DATE: _____

10.2 TAKE-HOME

"Sancho's Wisest Decision"

Read chapter 17 from Adventures of Don Quixote.

Write a one-paragraph summary of this chapter, using as many of the core vocabulary words in the box as you can. Underline the words in your summary.

commotion	ingenuity	reluctantly	agony	resign

NAME: _____

DATE: _____

10.3 ACTIVITY PAGE

Review Words and Phrases That Compare and Contrast

Use words and phrases from the following chart to compare and contrast the two things in each numbered item below. Be sure to write your answers in complete sentences. The first one has been done for you.

Words and Phrases That Compare and Contrast	
Compare	**Contrast**
similar to	however
similarly	in contrast
likewise	on the contrary
in the same way	alternatively
just as	whereas
at the same time	instead
additionally	on the other hand
also	but

1. (country inn to magnificent castle)

   The country inn was small and toasty warm. In contrast, the magnificent castle was enormous and icy cold.

2. (windmills to giants)

   _____

   _____

3. (princesses to peasant girls)

   _____

   _____

4. (squires to farmers)

_____

_____

5. (friars to wizards)

_____

_____

NAME: _____

DATE: _____

Morphology Review

Complete each sentence by creating a new word using the correct prefix or suffix and the root word in parentheses.

il–	*ir–*	*inter–*	*–ness*

1. When walking to school, we stop and wait for the cross signal at the busy _____ (section).

2. The teacher always reminds her students to write carefully and neatly; otherwise, their writing will be _____ (legible).

3. Each side of a square is supposed to be the same length. You must measure carefully to properly draw a square; otherwise your shape will be _____ (regular).

4. Jada met the president when she was eight years old. Ever since this _____ (action), Jada has wanted to run for president one day.

5. The buzz of the fan and the afternoon heat did not help my _____ (drowsy).

6. My mother warned us to be extra careful around her great-grandmother's vase because it was _____ (replaceable).

7. He had to shield his eyes from the _____ (bright) of the stadium lights.

For each word, write a sentence using the word.

8. distract

_____

_____

_____

9. subtract

_____

_____

_____

10. tractor

_____

_____

_____

NAME: _____

DATE: _____

10.5 TAKE-HOME

Spelling Words

The following is a list of spelling words. These words include prefixes or roots you have learned in morphology lessons.

During Lesson 14, 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. drowsiness
2. friendliness
3. greatness
4. steadiness
5. attract
6. distract
7. extract
8. tractor
9. evacuate
10. vacancy
11. vacuum
12. confounded

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.

Spelling Word	Definition
drowsiness	the state or condition of being ready to fall asleep
friendliness	the state or condition of being kind and helpful; acting like a friend
greatness	the state or condition of being more superior in character or quality
steadiness	the state or condition of not shaking or moving
attract	to pull to or draw toward oneself or itself
distract	to draw or take attention away from something
extract	to remove something by pulling
tractor	a vehicle that pulls something, such as farm equipment or a trailer
evacuate	to leave a dangerous place or remove someone from a dangerous place
vacancy	a job or position that is available to be taken; a room in a hotel that is available for use
vacuum	an empty area or space in which there is no air or other gas
confounded	annoyed

NAME: _____

DATE: _____

Practice Spelling Words

Sort the spelling words into categories based on the suffix or root in each word.

steadiness	drowsiness	extract
distract	attract	vacancy
vacuum	evacuate	greatness
friendliness	tractor	confounded

–ness	***tract***	***vac***

List the spelling words in alphabetical order.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

NAME: _____

DATE: _____

11.1 ACTIVITY PAGE

"Don Quixote Advises Sancho," "Sancho, Governor for Life," and "Danger at the Island"

As you and your partner read the chapters, answer the following questions.

1. On page 41, why does Sancho say he will take his own, old clothes with him to the island?

_____

_____

_____

2. What does Don Quixote say is "the most difficult knowledge of all"? Why do you think Don Quixote believes this to be true?

_____

_____

_____

_____

3. How did the townspeople's opinion of Sancho change after he settled the dispute between the tailor and the man requesting the capes?

_____

_____

_____

_____

4. On page 51, the author describes Sancho as wise. On Activity Page 3.2, add the word *wise* to a "Character Trait" box. What evidence from chapters 14, 15, and 16 support the view that Sancho is wise? Add this evidence, along with the page number where it appears, in the "Evidence from Text" column across from the *wise* "Character Trait" box on Activity Page 3.2.

NAME: _____

DATE: _____

Drafting a Concluding Paragraph

Strategies for writing a concluding paragraph:

- *Use concluding words*—overall, ultimately, for these reasons, as a result of, due to, *etc.*
- *Restate your opinion in a different way*
- *Use a quotation from the text*
- *Use emotion to persuade the reader*
- *Leave the reader on a positive note by saying something nice about Don Quixote no matter your opinion*

Use the following graphic organizer to plan the concluding paragraph for your persuasive essay.

	1st Draft	Revision
Opinion is restated in a different way from the introductory paragraph		
An effective statement is included to persuade the reader to agree with the opinion		
The conclusion provides one final new thought about the opinion		

Draft your concluding paragraph here:

NAME: _____

DATE: _____

Persuasive Essay Rubric

	Exemplary	Strong	Developing	Beginning
Introduction	Opinion is clearly stated.	Opinion is stated.	Opinion is stated but is unclear.	An opinion is not stated.
	The hook effectively grabs the reader's attention.	The hook ineffectively grabs the reader's attention.	The hook does not grab the reader's attention.	A hook is not included.
	The topic or text the essay is based on is briefly introduced with relevant details, such as main characters, setting, plot summary.	The topic or text the essay is based on is introduced with some details.	The topic or text the essay is based on is introduced with few or no details.	The topic or text the essay is based on is not introduced.
Body	All reasons in the body paragraphs support the opinion.	Most reasons in the body paragraphs support the opinion.	Some reasons in the body paragraphs support the opinion.	Few or no reasons in the body paragraphs support the opinion.
Conclusion	Opinion is effectively restated in a different way from the introductory paragraph.	Opinion is restated in the same way as in the introductory paragraph.	Opinion is restated in an unclear way.	Opinion is not restated.
	An effective statement is included to persuade the reader to agree with the opinion.	A statement to persuade the reader to agree with the opinion is included, but is not fully convincing.	A statement to persuade the reader to agree with the opinion is included.	No statement to persuade the reader is included.
	The conclusion provides an original final new thought about the opinion.	The conclusion provides one final thought about the opinion.	The connection of the final thought to the opinion is unclear.	No final thought is included.
Structure of the piece	All sentences in paragraphs are presented logically.	Most sentences in paragraphs are presented logically.	Some sentences in paragraphs are presented logically.	Connections between sentences in paragraphs are confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Some information has been paraphrased.	Little information has been paraphrased.
	All transition words or phrases are used appropriately.	Most transition words or phrases are used appropriately.	Some transition words or phrases are used appropriately.	Transition words or phrases are not used.

NAME: _____

DATE: _____

Vocabulary for "Knight and Squire Reunited" and "The Knight of the White Moon"

1. **reunite**, ***v.*** to come together again (**reunited**)
2. **bray**, ***v.*** to make the harsh cry of a donkey (**brayed**)
3. **resolve**, ***v.*** to clear up or deal with successfully (**resolved**)
4. **captivity**, ***n.*** being held as if a prisoner
5. **delicacy**, ***n.*** a delicious and rare food that is a special treat to eat (**delicacies**)
6. **intone**, ***v.*** to speak in a way that sounds like music or chanting (**intoned**)
7. **confess**, ***v.*** to admit something is true

NAME: _____

DATE: _____

12.2 TAKE-HOME

"The Knight of the White Moon"

Read chapter 19 from Adventures of Don Quixote.

Write a one-paragraph summary of this excerpt using the core vocabulary words confess *and* intoned*, and the phrase* on the contrary.

NAME: _____

DATE: _____

Sharing Persuasive Essays

After analyzing the importance of clarity and coherence within essays, reflect on your writing. Use the rubric below to guide you in self-reflection of your essay. Make notes to help you decide what to revise. After completion of the rubric, you will share your reflections with a partner for additional feedback.

Then, use the following chart to make notes about your persuasive essay.

Writing Focus:	Goal:	Revisions I could make:
Organization and Structure	The organizing structure of the essay is clearly appropriate to the purpose and matches the prompt. The writer establishes a clear thesis statement. The writer's progression of ideas makes sense and is easy to follow.	
Development of Ideas	The development of ideas is effective, using details and examples that are specific to my argument. Writing is engaging. The writer uses their own experiences to show connections throughout the essay.	
Language and Conventions	The writer's word choice is purposeful and precise. Sentences flow well. There is a variety of sentence structure that adds meaning and depth to the essay. Grammar and spelling is correct. Errors do not take away from the meaning or flow of the essay.	

Summary of peer-feedback:

_____

_____

_____

_____

_____

_____

Revision Goals:

1. _____

_____

2. _____

_____

NAME: _____

DATE: _____

13.1 ACTIVITY PAGE

Vocabulary for "Don Quixote's Last Illness"

1. **last will and testament**, ***n.*** a legal document in which a person states how his property should be distributed and to whom after his death

2. **rejoice**, ***v.*** to celebrate

3. **scribe**, ***n.*** a person who copies or writes out documents

4. **estate**, ***n.*** property and belongings

5. **instrumental**, ***adj.*** very important

6. **turmoil**, ***n.*** a state of extreme confusion or action

7. **epitaph**, ***n.*** something written or said about a person who died

Word	Pronunciation	Page
Antonia Quixano	/on*toe*nee*ə/ /kee*hon*oe/	59

NAME: _____

DATE: _____

"Don Quixote's Last Illness"

As you and your partner read the chapter, answer the following questions.

1. Contrast the way Don Quixote and his friends respond to the news that Don Quixote is at the end of his life.

   _____

   _____

   _____

   Page(s) _____

2. Why does Don Quixote say he is no longer Don Quixote but Alonso Quixano?

   _____

   _____

   _____

   Page(s) _____

3. Why does Don Quixote say that his niece will inherit all his money and property unless she wants to marry a man who wants to be a knight?

   _____

   _____

   _____

   Page(s) _____

NAME: _____

DATE: _____

13.3 TAKE-HOME

An Epitaph for Don Quixote

Using the information you recorded on Activity Page 1.3, write an epitaph for Don Quixote. Be sure to include at least one character trait and one specific reference to a piece of evidence that supports that character trait.

NAME: _____

DATE: _____

Use Commas to Separate Items in a Series

Read the following sentences and separate each item in a series with a comma. Remember, the series may be single words or groups of words (phrases or clauses). The first two are done for you.

1. Don Quixote dreamed of knights princesses castles and battle.

   Don Quixote dreamed of knights, princesses, castles, and battle.

2. Don Quixote put on his suit of armor mounted his horse and rode into the countryside.

   Don Quixote put on his suit of armor, mounted his horse, and rode into the countryside.

3. For dinner, Don Quixote ate codfish stale bread and raw carrots.

4. Don Quixote left behind his niece a housekeeper and a young boy.

5. Don Quixote's squire took along saddlebags full of food clothing and money.

6. The lion turned in his cage stretched yawned and licked his face.

7. The puppeteer traveled from town to town with puppets a stage and a monkey.

8. The priest told Don Quixote to go home take care of his children and spouse and handle his affairs.

9. Sancho decided to leave home so that he could own an island lead a kingdom and get rich.

10. Don Quixote was called brave courageous crazy mad and a laughingstock.

NAME: _____

DATE: _____

Morphology Review

Write the correct word to complete each sentence.

1. Don Quixote read many books that illuminated the

   _____ of knighthood.
   (greatness, drowsiness, emptiness, steadiness)

2. Don Quixote refused to listen to anyone who would _____
   (detract, attract, extract, subtract)
   from the glorious reputation of the exquisite Dulcinea.

3. The *Adventures of Don Quixote* has been translated into many languages and

   has _____ a(n) _____
   (detracted, attracted, extracted, distracted) (intersection, intercede, international, national)
   audience worldwide.

4. Stories of kings, queens, damsels in distress, and dragons

   _____ Don Quixote so much that he could no longer
   (subtracted, distracted, attracted, retracted)
   think of anything else.

5. The unique imaginations of Sancho and Don Quixote are

   _____ in the canon of literature.
   (irreplaceable, replaceable, regular, irregular)

Challenge: *For each word, write a sentence describing the word. Have a partner guess which word you are describing.*

6. emptiness

_____

_____

_____

7. illegible

_____

_____

_____

8. interaction

_____

_____

_____

NAME: _____

DATE: _____

Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

drowsiness	evacuate	distract
attract	tractor	greatness
vacuum	friendliness	vacancy
extract	steadiness	confounded

1. Don Quixote wanted to _____ the beautiful Dulcinea to be his bride.

2. The hikers' legs lost their _____ by the end of the long climb up the mountain.

3. Long before the _____ was invented, horses and oxen were used to pull plows on farms all around the world.

4. When my puppy tries to chew on the sofa, I _____ him with a chew toy.

5. I appreciated the _____ of the students in my new school.

6. Grandpa had a toothache and the dentist had to _____ his tooth.

7. Every time we have a fire drill at school, we have to _____ the building.

Write sentences using spelling words of your choice that were not used in the first seven sentences. Be sure to use correct capitalization and punctuation.

8. _____

_____

_____

9. _____

_____

_____

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

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

_____

_____

_____

Unit Assessment—*Adventures of Don Quixote*

Reading Comprehension

Today you will read two selections. 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.

"The Life of a Knight"

Becoming a Knight

1 Depending on his rank, the squire might be knighted any time between the ages of 16 and 20. Often a young man of high rank was knighted at an earlier age. Normally, a young man was knighted in a solemn ceremony. He stayed up all night, praying that he would be a worthy knight. Then he would be presented with spurs, a sword, a shield, and a helmet. His sponsor, usually the lord who had taken him in as a page, would tap him lightly on the shoulder with a sword and dub him Sir Something-or-Other.

2 During wartime the ceremony might not be so elaborate. There would be no time to stay up all night and pray. A young man simply might be handed a helmet and a sword, be tapped on the shoulder by a higher-ranking man, and sent into battle.

3 Not all knights were born into noble families. The rank of knight was one of the only positions of nobility that a poor man could hope to attain. Since nobles were usually desperate for good fighting men, a soldier who showed bravery in battle would occasionally be made a knight as a reward.

A Knight's Attire

4 An armored knight on horseback was a great fighting machine. Arrows from enemy archers could bounce harmlessly off the steel plates. The armor also protected him from an enemy knight's sword and lance, a long, wooden, metal-tipped pole.

5 In the early Middle Ages, armor was made of sheets of chain mail—metal rings—reinforced with plates of steel in key areas. A shirt of chain mail weighed about 25 pounds. Under the mail, the knight wore a shell of thick, hard leather.

6 By 1400 AD, chain mail was replaced by hinged and fitted steel plates that covered a knight from head to foot. A suit of armor could weigh as much as 65 pounds. It was not easy to move around in these metal suits. That's why knights needed help getting into the saddle by their squires. But learning to move quickly in armor was a skill that knights had to learn if they were going to survive. On horseback, a knight was a dangerous soldier. If a knight fell off his horse, however, he was a sitting duck, unable to stand up quickly without help. After a fierce battle, a knight would sometimes need the help of a blacksmith to get his dented helmet off his head.

Men of Honor

7 In the early Middle Ages, some knights could be a problem for their lords. After all, they were armed, violent men who settled arguments with their swords. They were the lord's vassals, and their job was to protect the lord from his enemies. But often lords felt threatened by their own knights.

8 To control the knights and their dangerous behavior, lords created a set of rules that knights should follow. These rules were called the Code of Chivalry. Knights were supposed to be generous, courteous, loyal, and honorable.

9 The Code of Chivalry required knights to follow certain rules of fighting. If a knight surrendered, he couldn't try to escape. He had to fight fairly. He could not cheat.

10 Chivalry also required knights to be courteous to women. A part of the code called for knights to show courtly love to a lady. A knight would pledge his honor to a lady and would perform acts of bravery to win her approval. The knight called himself his lady's vassal, placing himself below her just as a vassal placed himself below a lord. A knight who fought in a tournament would often tie his lady's scarf to his helmet to show that he was fighting on her behalf.

11 People loved to hear romantic stories about the adventures of knights and their ladies. Troubadours wrote long songs that told the stories of courtly lovers, and minstrels traveled about, singing and performing these songs for those who would pay to listen.

The End of the Mounted Knight

12 What happened to knights? Remember you read earlier that castles became useless as armies started using cannons. The same thing happened to knights. Steel armor was fine protection against arrows and swords. But it was useless against cannonballs and bullets. However, knights did not disappear completely. Rulers continued to offer knighthood to men who had provided services to their kingdoms other than fighting. Explorers, artists, and scientists could become knights for outstanding achievements in their fields. Indeed, in Great Britain famous people are still awarded knighthoods today.

Questions

1. In paragraph 2, the text says the knighting ceremony might not be so elaborate during wartime. How would a wartime knighting ceremony be different from other times, and why might it not be as elaborate?

_____

_____

_____

The following question has two parts. Answer Part A and then answer Part B.

2. **Part A**: Use the following chart to compare and contrast chain mail to steel plates.

	Chain Mail	**Steel Plates**
Made from what material?		
How heavy?		
What part of the body did it cover?		

Part B: Select one armor characteristic from the chart and write a sentence that compares or contrasts the characteristic between the two types of armor.

_____

_____

_____

3. At the end of the selection, the text says that castles and knights became useless because of the same reason. What changed, and how did it make castles and knights useless?

_____

_____

_____

4. Why did lords make rules for the knights to follow?
   A. The lords wanted to control the knights' dangerous behavior.
   B. The lords wanted the knights to be respected.
   C. The lords had good manners and wanted others to be polite as well.
   D. The lords did not make rules for the knights to follow.

5. The text explains the Code of Chivalry that the knights were to follow. Which of the following is **not** an example of something that was part of that code?
   A. The knights were to stand by their lords and always fight for them.
   B. The knights were to try to escape if captured and flee.
   C. The knights were to show great respect for a lady and work to win her approval.
   D. The knights were to show good manners and be giving to others.

Informational Text Comprehension Score: _____ */ 5 points*

"The Story of King Arthur"

1 Once upon a time, when Rome was still the greatest city in the world, there lived a brave and handsome young man named Arthur. His home was in England, near the city of London. He lived with the good knight Sir Hector. Arthur always called Sir Hector father.

2 Sir Hector and Arthur lived in a square, gray castle. At each corner was a round tower. The castle had a courtyard in the center and was surrounded by a moat. There was a drawbridge that could be raised or lowered. When the drawbridge was raised, the castle was a little island, making it difficult for enemies to attack.

3 On one side of the moat were woods. Arthur spent a great deal of his time in those woods. He liked to lie under the trees and gaze up at the blue sky. Old oak trees stood like giants watching over the ground where they had grown for centuries. Arthur could look between the oak tree trunks and see rabbits and squirrels running about. Sometimes a herd of brown deer with shy dark eyes would pass, holding their graceful heads high in the air. Other times a flock of birds with brilliant colors rose from the bushes. There was no sound except the tapping of a woodpecker. The only motion might be from the fluttering of leaves or the swaying of flowers half buried in green moss.

4 Sometimes when he was in the woods, Arthur would hear bursts of merry laughter, the tinkling of bells, and the jingling of spurs. Then he would know that dashing knights and alluring ladies were riding down the road which ran beside the trees. Soon the knights would appear on horses. The horses were brown, black, and white. They had brightly decorated saddles and bridles with silver bells dangling from them. Often the saddles were made of ivory or ebony, and they had rubies or emeralds on them. The knights wore helmets laced with slender gold chains. Their chain mail was made of tiny links of steel, so fine and light that they hardly weighed more than a cloth coat. Usually the legs of the knights were covered in steel armor. Their spurs were steel, or even gold. The ladies sat on horses with long ribbons of purple, white, or scarlet silk. Their horses also had decorated saddles and swinging silver bells. The robes of the ladies were very beautiful, being made of velvet or silk trimmed with fur. In those difficult times, however, the roads were unsafe, so not many knights and ladies passed by the woods where Arthur spent time. Arthur liked to watch the knights and ladies flashing by on their horses. Better still, he liked to see the pretty faces of the ladies, and hear their happy voices.

5 Sometimes the knights and ladies came to visit Sir Hector. Arthur would hurry from the forest to the castle to see them. Sir Hector would stand on the lowered drawbridge to happily greet his guests. Once they passed over the drawbridge, Sir Hector led them into the courtyard. When they entered the courtyard, Sir Hector would take a huge hammer and beat it on a table. Immediately the castle's squires and servants would come running from all over to take the horses of the knights and ladies. Sir Hector's wife and daughters would then appear. Carefully, the wife and daughters would remove the armor of the knights. They would offer golden tubs of water and towels for washing, and afterwards, they would place velvet cloaks upon the shoulders of the knights and ladies. The guests would then go to the supper table.

6 Arthur did not spend all his time dreaming in the woods or gazing at knights and ladies. For many hours of the day he practiced fighting in the courtyard. It was the custom in England to train boys of noble birth to be knights. As soon as they were old enough, they were taught to ride. Later on, they lived much among the ladies and maidens, learning gentle manners. Under the care of the knights, they learned to hunt, to carry a lance properly, and to use the sword; and having gained this skill, they were made squires if they had shown themselves to be of good character.

Questions

6. What is the setting of this story?
   A. In the past near Rome
   B. In the present in London
   C. In the past in London
   D. In the past outside of London

7. Based on the description from paragraph 3, which adjective best describes the woods?
   A. peaceful
   B. dark
   C. boring
   D. lively

The following question has two parts. Answer Part A and then answer Part B.

8. **Part A**: In paragraph 4, the author states that the ladies were alluring. What is the meaning of *alluring*?
   A. attractive
   B. intelligent
   C. humorous
   D. kind

   Part B: Which phrase from paragraph 4 best helps the reader determine the meaning of *alluring*?
   A. made of velvet
   B. long ribbons of purple, white, or scarlet silk
   C. happy voices
   D. pretty faces

9. Why weren't there many knights and ladies on the road near the castle?
   A. The roads were bumpy.
   B. The roads were dark.
   C. The roads were unsafe.
   D. The roads were empty.

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A**: Box 1 lists the things that Hector and his family would do when the knights and ladies would arrive at the castle. Look at paragraph 5, and then list the actions in the appropriate column in Box 2.

Box 1	
Details from the Story	
remove the armor of the knights	place velvet cloaks on the knights' and ladies' shoulders
greet the guests happily	summon the castle's workers to take the horses
	offer tubs to wash

Box 2	
Sir Hector	**Sir Hector's Wife and Daughters**

Part B: Based on Sir Hector and his family's actions, what inference can you make about how they felt about the arrival of knights and ladies at their castle?

_____

_____

_____

_____

Literary Text Comprehension Score: _____/ 5 points

Reading Comprehension Total: _____/ 10 points

Writing Prompt: Write a short answer comparing and contrasting the character traits of Don Quixote and Sancho Panza. Discuss how they are similar and how they are different, providing at least two examples from the text supporting each similarity and difference you identify. Include the use of transitional words that compare and contrast in your answer. You may refer to the *Adventures of Don Quixote* Reader.

Writing Prompt Score: _____/ *4 points*

Grammar

Using the information provided in the "Subject" and "Verb" columns of the following chart, fill in the "Agreement" column so the subject and verb provided are in agreement.

Subject	**Verb**	**Agreement**
Margarite	draw	1.
the girls	sing	2.
we	play	3.
you	to be	4.
Mr. Henderson	to be	5.
the puppies	to be	6.
I	to be	7.
he	to look	8.

Write complete sentences for any two of the subject-verb agreement statements you created in the chart above.

9. _____

_____

_____

10. _____

_____

_____

For each of the following series of items, write a complete sentence using commas correctly.

red blue orange
blue sky warm sunshine crashing waves
cereal milk juice
large whales graceful dolphins colorful clownfish

11. _____

_____

_____

12. _____

_____

_____

13. _____

_____

_____

14. _____

_____

_____

Grammar Score: _____*/ 14 points*

Morphology

Write the correct word to complete each sentence.

1. Many people consider George Washington to be a _____ president.
   (great/greatness)

2. The _____ of the movie made Thomas laugh.
   (silly/silliness)

3. The _____ of the ice cream felt good on the hot summer day.
   (cold/coldness)

4. When the light was suddenly turned on in the darkened room, its _____ hurt my eyes.
   (bright/brightness)

5. The house on the corner has been _____ for six months.
   (evacuate/vacant)

6. The _____ of the town before the storm went smoothly.
   (evacuation/vacancy)

7. I could not concentrate on my homework because I was _____ by the loud music playing in the next room.
   (subtracted/distracted)

8. Bees are _____ to flowers that produce a great deal of pollen.
   (attracted/detracted)

Complete each sentence by creating a new word using the correct prefix or suffix and the root word in parentheses.

il–	*ir–*	*inter–*

9. If my writing is _____, it will be difficult for the teacher to check my work. (legible)

10. It is _____ to drive through a red stoplight. (legal)

11. If it is made well, the pieces of a puzzle will _____ easily. (lock)

12. The sticker Janice placed on her notebook was meant to be permanent, so it was _____. (removable)

Morphology Score: _____*/ 12 points*

NAME: _____

DATE: _____

PP.1 ACTIVITY PAGE

Subject-Verb Agreement

Using the information provided in the "Subject" and "Verb" columns of the following chart, fill in the "Agreement" column so that the subject and verb provided are in agreement. The first one has been done for you.

Subject	**Verb**	**Agreement**
teachers	to be	Example: *teachers are*
Paul	to be	
you	to be	
Celeste	study	
I	bake	
rabbits	hop	

Write complete sentences for any four of the subject-verb agreement statements you created in the chart above.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

NAME: _____

DATE: _____

Practice Subject-Verb Agreement

Read each sentence and determine which form of the verb in parentheses agrees with the subject. Write that form of the verb on the line.

1. Sancho Panza _____ to convince Don Quixote that one of the three girls they encounter in El Toboso is Dulcinea. (try)

2. Don Quixote _____ he is famous when Samson describes a book he read about Don Quixote's adventures. (learn)

3. Don Quixote _____ very tired after dueling with the other knight. (to look)

4. Don Quixote's housekeeper and niece _____ not happy that Sancho Panza spends so much time with Don Quixote in his room at home. (to be)

5. Nobody _____ who Dulcinea is because Don Quixote is the only person who has ever seen her. (know)

6. A squire _____ a young man in the final stages of training to become a knight. (to be)

7. Sancho Panza hears Don Quixote say he does not intentionally _____, or trick, him with talk of giving Sancho Panza his own island to govern. (deceive)

Write a sentence for each subject-verb pair.

8. **Subject**: I **Verb**: to be

_____

_____

_____

9. **Subject**: It **Verb**: to taste

10. **Subject**: Don Quixote and Sancho Panza **Verb**: travel

11. **Subject**: He **Verb**: bestow

12. **Subject**: They **Verb**: vanquish

NAME: _____

DATE: _____

PP.3 ACTIVITY PAGE

Use Commas to Separate Items in Series

For each of the following series of items, write a complete sentence using commas correctly.

pencils paper books
green grass colorful flowers leafy trees
umbrella raincoat boots
long-necked giraffe powerful bears majestic lions

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

NAME: _____

DATE: _____

PP.4 ACTIVITY PAGE

Suffix –*ness*

Write the correct word to complete each sentence.

sogginess	loud	soft	brightness	loudness
happiness	soggy	happy	softness	bright

1. The _____ Julian felt when he first saw the new puppy was clear; he could not stop smiling.

2. The roar of the jet's engine was so _____ the passengers could not hear each other talk.

3. The baby was wrapped in the _____ blanket.

4. The _____ of the full moon made it easier to see at night.

5. The _____ of the wet grass made it difficult to play soccer.

Write a sentence for each of the words not used from the box.

6. _____

_____

_____

7. _____

_____

_____

8. _____

_____

_____

9. _____

_____

_____

10. _____

_____

_____

NAME: _____

DATE: _____

Roots *vac* and *tract*

Write the correct word to complete each sentence.

evacuate	vacancy	evacuee	vacant
vacuum	evacuation	vacation	vacate

1. The people along the coast were told to _____ before the hurricane.

2. Many people like to have a _____ at the beach in the summer.

3. The bleachers were _____ after the game ended and the fans went home.

4. One of my favorite chores is to use the _____ to clean the carpet in my room.

For each word, write a sentence using the word.

5. distract

_____

_____

6. extract

_____

_____

7. retract

_____

_____

8. attractive

_____

_____

NAME: _____

DATE: _____

Prefixes *il–*, *ir–*, and *inter–*

Complete each sentence by creating a new word using the correct prefix and the root word in parentheses.

il–	*ir–*	*inter–*

1. It is _____ to go out in a snowstorm without wearing a coat. (logical)

2. Because it is _____, the rare and fragile sculpture was moved very carefully so it wouldn't break. (replaceable)

3. A new stop sign was installed at the _____, making it safer for people to walk in the neighborhood. (section)

4. The words on the page became _____ when the paper was left outside in the rain. (legible)

5. Although she knew it didn't make any sense, Amelia had a(n) _____ fear of cats. (rational)

NAME: _____

DATE: _____

Enrichment Selection 1

"An Old-School Gentleman Gone Mad" and "The New Knight's First Adventures"

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A**: The first chapter refers to "gentlemen of the old school." This phrase means:
   A. men who attended a school that no longer exists
   B. men who live in a household with other people
   C. men who have habits and practices that are old-fashioned or from another time
   D. men who paid the household expenses

   Part B: The phrase that provides a clue as to the meaning of "gentlemen of the old school" is:
   A. once upon a time
   B. his household consisted of an elderly housekeeper, a niece of his under twenty and a handyman
   C. who keep an ancient lance and shield hung up in the hall, and maintain a riding horse and a hunting dog
   D. about three-fourths of the income of this particular gentleman went in household expenses

Answer the following question using complete sentences.

2. Describe what Quixania did to make his ancestor's old armor suitable for use.

_____

_____

_____

3. Who is Quixiana?
   A. Sancho Panza
   B. Samson
   C. the handyman
   D. Don Quixote

Answer the following questions using complete sentences.

4. What are the two reasons Don Quixote gives Sancho Panza to explain why he is going to attack the windmills that he mistakes for giants?

_____

_____

_____

_____

5. At the end of this excerpt, Sancho Panza decides that it was "pleasant enough to go around the country seeking adventures, even if they might be dangerous to others." Whom might Sancho be thinking of as "others"? Who had a dangerous experience in the adventure described in this excerpt?

_____

_____

_____

_____

NAME: _____

DATE: _____

Enrichment Selection 2

"Hostile Armies, More Magic and the Spoils of Victory"

Answer the following questions using complete sentences.

1. Why did the barber place a basin on his head?

_____

_____

_____

2. Sancho Panza asks Don Quixote if he may exchange his donkey for the donkey abandoned by the barber. What does Don Quixote say and how does his response demonstrate Don Quixote's desire to follow the code of chivalry?

_____

_____

_____

_____

_____

3. Describe how Sancho took advantage of the fact that three peasant girls happened to come riding by while he was trying to decide what to tell Don Quixote about his search for Dulcinea.

_____

_____

_____

_____

_____

4. Sancho Panza tells Don Quixote that he saw a princess and two ladies mounted on three "belfrys." Don Quixote corrects Sancho, saying, "You mean palfreys, Sancho." Based on the context, the word *palfreys* probably means:

   A. bell towers

   B. sunbeams

   C. horses

   D. a gold and diamond carriage

5. Why do you think Don Quixote knelt before the peasant girl?

_____

_____

_____

Student Resources

In this section, you will find:

- SR.1—Glossary for *Don Quixote: A Hopeful Knight's Tale*
- SR.2—Individual Code Chart
- SR.3—Persuasive Essay Rubric
- SR.4—Editing Checklist
- SR.5—Enrichment Selection 1
- SR.6—Enrichment Selection 2
- SR.7—Core Vocabulary for Enrichment Selections

NAME: _____

DATE: _____

Glossary for *Don Quixote: A Hopeful Knight's Tale*

A

administration, ***n.*** government

afield, ***adv.*** off the right course; far from the starting point

agitate, ***v.*** to disturb, excite, or anger (**agitated**)

agony, ***n.*** extreme pain

Almighty, ***n.*** God

ardent, ***adj.*** having or showing very strong feelings

armor, ***n.*** a protective suit, usually made of heavy metal, worn by knights in the Middle Ages

B

basin, ***n.*** a shallow bowl

belfry, ***n.*** a tower in which a bell sits (**belfrys or belfries**)

bellows, ***n.*** a mechanical device that blows out air when its sides are pressed together

bestow, ***v.*** to give

bewilder, ***v.*** to confuse

bold, ***adj.*** fearless

booty, ***n.*** valuable goods or money taken as a prize after victory

bray, ***v.*** to make the harsh cry of a donkey (**brayed**)

brocade, ***n.*** a type of fabric or cloth with raised designs in gold or silver thread

C

captivity, ***n.*** being held as if a prisoner

caravan, ***n.*** a group of people, animals, or vehicles traveling together

clergyman, ***n.*** a church leader who performs religious services

commend, ***v.*** to entrust or commit (**commended**)

commotion, ***n.*** noise

confess, ***v.*** to admit something is true

confounded, ***adj.*** terrible or annoying

D

deceive, ***v.*** to make someone believe something that is not true; trick or fool

deficiency, ***n.*** a condition in which something important is lacking or missing

delicacy, ***n.*** a delicious and rare food that is a special treat to eat (**delicacies**)

dignity, ***n.*** calm behavior and self-control

dromedary, ***n.*** a one-humped camel (**dromedaries**)

dub, ***v.*** to give a name or title to someone; to make someone a knight (**dubbed**)

duel, ***n.*** a fight between two people with weapons

dumbfounded, ***adj.*** shocked or surprised

E

enchanted, ***adj.*** magical or charmed

envy, ***v.*** to be jealous of

epitaph, ***n.*** something written or said about a person who died

estate, ***n.*** property and belongings

F

folks, ***n.*** people

folly, ***n.*** craziness (**follies**)

foolhardy, ***adj.*** foolishly dangerous or daring

fortune, ***n.*** luck

friar, ***n.*** a male member of a religious group who studies or teaches about Christianity; similar to a monk (**friars**)

H

homage, ***n.*** special respect or honor

homely, ***adj.*** unattractive

honorable, ***adj.*** deserving respect

I

ingenuity, ***n.*** skill or cleverness that allows someone to create something or solve a problem

inn, ***n.*** a place where people who are traveling can eat, rest, or sleep

instrumental, ***adj.*** very important

intone, ***v.*** to speak in a way that sounds like music or chanting (**intoned**)

J

joust, ***v.*** to participate in a competition to practice the fighting skills used by a knight (**jousting**)

justice, ***n.*** fairness

K

knight-errant, ***n.*** a knight who spent his time wandering and searching for adventure and romance

L

lance, ***n.*** a long wooden pole with a metal tip

last will and testament, ***n.*** a legal document in which a person states how his property should be distributed and to whom after his death

laughingstock, ***n.*** a person regarded as very foolish and ridiculous

lofty, ***adj.*** very high; deserving admiration

M

mercy, ***n.*** kind or forgiving treatment by someone in power

monumental, ***adj.*** great or extreme

Moors, ***n.*** Muslims who invaded and conquered parts of Spain in the Middle Ages

mount, ***n.*** a horse or other animal intended to be ridden

O

ordinary, ***adj.*** normal or usual

P

page, ***n.*** a young boy in training to become a knight; the first step in the process of becoming a knight (**pages**)

palfrey, ***n.*** a type of horse generally ridden by women in the Middle Ages (**palfreys**)

partridge, ***n.*** a bird that is hunted and eaten for food (**partridges**)

preposterous, ***adj.*** very foolish or silly

provisions, ***n.*** a supply of food and other things that are needed

R

reason, ***v.*** to think in a sensible and logical way

rejoice, ***v.*** to celebrate

reluctantly, ***adv.*** done with hesitation or unwillingness

resign, ***v.*** to give up a job in an official way

resolve, ***v.*** to clear up or deal with successfully (**resolved**)

resonant, ***adj.*** producing a loud, clear, deep sound

reunite, ***v.*** to come together again (**reunited**)

S

scheme, ***n.*** a clever plan or plot to get or do something

scorched, ***adj.*** burned

scorn, ***v.*** to hate (**scorns**)

scoundrel, ***n.*** a person with a bad reputation; a liar

scribe, ***n.*** a person who copies or writes out documents

sexton, ***n.*** a person who takes care of church buildings and surrounding property

solemnly, ***adv.*** done in a very serious or formal way

spoil, ***n.*** something valuable that is stolen or taken by soldiers or thieves (**spoils**)

squire, ***n.*** a young man in the final stages of training to become a knight

swineherd, ***n.*** someone who takes care of pigs

T

turmoil, ***n.*** a state of extreme confusion or action

U

unkempt, ***adj.*** messy

unrequited, ***adj.*** unreturned; one-sided

unyoke, ***v.*** to free from a harness or wagon (**unyoked**)

V

vanquish, ***v.*** to beat or defeat in battle (**vanquished**)

W

wisdom, ***n.*** knowledge gained from having many experiences in life

woe, ***n.*** sadness (**woes**)

worth, ***n.*** importance or value

NAME: _____

DATE: _____

SR.2 RESOURCE

Individual Code Chart

/p/	p	pp			
	pot	napping			
/b/	b	bb			
	bat	rubbing			
/t/	t	tt	ed		
	top	sitting	asked		
/d/	d	ed	dd		
	dot	filled	add		
/k/	c	k	ck	ch	cc
	cat	kid	black	school	hiccup
/g/	g	gg	gu	gh	
	gift	egg	guess	ghost	
/ch/	ch	tch			
	chin	itch			

/j/	g	j	ge	dge	dg
	gem	jump	fringe	judge	judging
/f/	f	ff	ph	gh	
	fit	stuff	phone	tough	
/v/	v	ve			
	vet	twelve			
/s/	s	c	ss	ce	se
	sun	cent	dress	prince	rinse
	st	sc			
	whistle	scent			
/z/	s	z	se	zz	ze
	dogs	zip	pause	buzz	bronze
/th/	th				
	thin				

NAME: _____

DATE: _____

/th/	th			
	them			
/m/	m	mm	mb	
	mad	swimming	thumb	
/n/	n	nn	kn	gn
	nut	running	knock	sign
/ng/	ng	n		
	sing	pink		
/r/	r	rr	wr	
	red	ferret	wrist	
/l/	l	ll		
	lip	bell		
/h/	h			
	hot			

/w/	w wet	wh when
/y/	y yes	
/x/	x tax	
/sh/	sh shop	ch chef
/qu/	qu quit	

NAME: _____

DATE: _____

/a/	a				
	hat				
/i/	i	y			
	it	myth			
/e/	e	ea			
	pet	head			
/u/	u	o	o_e	ou	
	but	son	come	touch	
/o/	o	a			
	hop	lava			
/ə/	a	e			
	about	debate			
/ə/ + /l/	al	le	el	ul	il
	animal	apple	travel	awful	pencil

/ae/

a	a_e	ai	ay	ey
paper	cake	wait	day	hey

eigh	ea
weight	great

/ee/

y	e	i	ea	ee
funny	me	ski	beach	bee

ie	ey	e_e
cookie	key	Pete

/ie/

i	i_e	y	ie	igh
biting	bite	try	tie	night

/oe/

o	o_e	ow	oa	oe
open	home	snow	boat	toe

/ue/

u	u_e	ue
unit	cute	cue

NAME: _____

DATE: _____

/oo/

oo	u	u_e	ew	ue
soon	student	tune	new	blue

ou	ui	o	o_e
soup	fruit	do	move

/oo/

oo	u
look	push

/ou/

ou	ow
shout	now

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oi	oy
oil	toy

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au	aw	al	ough	augh
Paul	paw	wall	bought	caught

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ear
earth

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or	ore	ar	our	oar
for	more	war	four	roar

oor
door

NAME: _____

DATE: _____

Persuasive Essay Rubric

	Exemplary	Strong	Developing	Beginning
Introduction	Opinion is clearly stated.	Opinion is stated.	Opinion is stated but is unclear.	An opinion is not stated.
	The hook effectively grabs the reader's attention.	The hook only partially grabs the reader's attention.	The hook does not grab the reader's attention.	A hook is not included.
	The topic or text the essay is based on is briefly introduced with relevant details, such as main characters, setting, plot summary.	The topic or text the essay is based on is introduced with some details.	The topic or text the essay is based on is introduced with few or no details.	The topic or text the essay is based on is not introduced.
Body	All reasons in the body paragraphs support the opinion.	Most reasons in the body paragraphs support the opinion.	Some reasons in the body paragraphs support the opinion.	Few or no reasons in the body paragraphs support the opinion.
Conclusion	Opinion is effectively restated in a different way from the introductory paragraph.	Opinion is restated in the same way as in the introductory paragraph.	Opinion is restated in an unclear way.	Opinion is not restated.
	An effective statement is included to persuade the reader to agree with the opinion.	A statement to persuade the reader to agree with the opinion is included, but is not fully convincing.	A statement to persuade the reader to agree with the opinion is included.	No statement to persuade the reader is included.
	The conclusion provides an original final new thought about the opinion.	The conclusion provides one final thought about the opinion.	The connection of the final thought to the opinion is unclear.	No final thought is included.
Structure of the piece	All sentences in paragraphs are presented logically.	Most sentences in paragraphs are presented logically.	Some sentences in paragraphs are presented logically.	Connections between sentences in paragraphs are confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Some information has been paraphrased.	Little information has been paraphrased.
	All transition words or phrases are used appropriately.	Most transition words or phrases are used appropriately.	Some transition words or phrases are used appropriately.	Transition words or phrases are not used.

NAME: _____

DATE: _____

Persuasive Essay Editing Checklist

Persuasive Essay Editing Checklist	After checking for each type of edit, place a check here.
Meaning (It sounds right when I read it aloud.)	
• All my sentences have a subject and predicate. • I included all the words I wanted to write. • I took out repeated words or information. • I have checked for subject-verb agreement for the verb *to be*. • I have correctly used nouns, verbs, adjectives, and adverbs. • I have correctly used words and phrases that compare and contrast.	
Format	
• All my paragraphs are indented. • I have a title for my essay.	
Capitals	
• I began each sentence with a capital letter. • I used capital letters for all proper nouns.	
Spelling	
• I have checked the spelling for any words I was unsure of or my teacher marked.	
Punctuation	
• I read my writing piece aloud to check for periods, question marks, and exclamation points at the end of my sentences. • I used commas in places where they belong.	

Enrichment Selection 1

"An Old-School Gentleman Gone Mad" and "The New Knight's First Adventures"

Once upon a time there lived in a village in Spain, in the province of La Mancha, one of those gentlemen of the old school who keep an ancient lance and shield hung up in their hall, and maintain a riding horse and a hunting dog. About three-fourths of the income of this particular gentleman went in household expenses. The remainder served to keep him in decent clothes, with a best suit for Sundays and holidays, and one of good homespun for everyday use. His household consisted of an elderly housekeeper, a niece of his under twenty, and a handyman who could help in the house or outdoors and was equally good at saddling the horse or wielding the pruning knife.

Our gentleman was about fifty, thin, but tough of body, with a lean face, a very early riser, and a great lover of hunting. His name was Quixania.

This elderly gentleman got into the habit of reading romances of chivalry with such ardor and intensity that at last he lost interest in hunting and even neglected his daily concerns. He became so passionate about the subject that he even sold several acres of good cropland in order to buy as many books about chivalry as he could lay his hands on. He passed whole days and nights studying the preposterous adventures of Don Belianis, Amadis of Gaul and other knights, until at last his brain became so agitated and his judgment so warped, that he resolved to become a knight himself and ride about the world setting wrongs right and seeking adventures.

The first thing he did was polish up some old armor that had belonged to his ancestors and had lain for ages in a corner, covered with dust and

rust. Having cleaned and adjusted them as best he could, he found he had one great deficiency. There was no helmet, only a simple steel cap. However, his ingenuity soon made up for this defect. By means of some cardboard he made a visor that, fixed to the cap, gave the appearance of being a complete helmet. Unfortunately, he got the idea to test its strength for resisting cuts, and so, drawing his sword, he made a stroke at it and in one instant demolished the work that had taken a whole week. Deciding to make something stronger, he got strips of iron and made them a lining to the cardboard. He then declared his new visor was sufficiently strong, without risking any more experiments on it.

He next turned his attention to his horse, and though this animal had as many points as a mariner's compass, and was only skin and bone, it appeared to him to be a charger superior to the Bucephalus of Alexander.

He spent four days considering what he should name this wonderful animal. He said to himself that it would not be proper that the horse of so famous a knight as he was going to be, and an animal itself so excellent, should be without a worthy name. He therefore sought a name that would indicate at once what the horse was and what it had been. After making up and rejecting many possible names, he at last fixed on "Rocinante." To his thinking, it was a lofty and resonant name, and it signified that the horse that before had been a mere hack was now the foremost of all the hacks in the world.

. . .

Everything being arranged, Don Quixote and his squire stole away in the middle of the night, unknown to anyone, and by daybreak were far enough away to be safe from interference from their friends.

They followed the route Don Quixote had originally taken, talking for a long time about the

circumstances under which a knight-errant was able to grant a governorship, or even a kingdom, to his squire. Sancho Panza was mightily well pleased.

They were still talking when they came in sight of thirty or forty windmills in the plain before them. Seeing them, Don Quixote shouted, "Chance has brought us better luck than we could have hoped for. See there, Sancho, thirty or more enormous giants! I shall attack and destroy them all, and we shall be rich with their spoils, as is legal in warfare, and, in addition, it is a service to God to rid the world of such an evil race."

"What giants?" asked Sancho.

"Those with the great arms," answered his master.

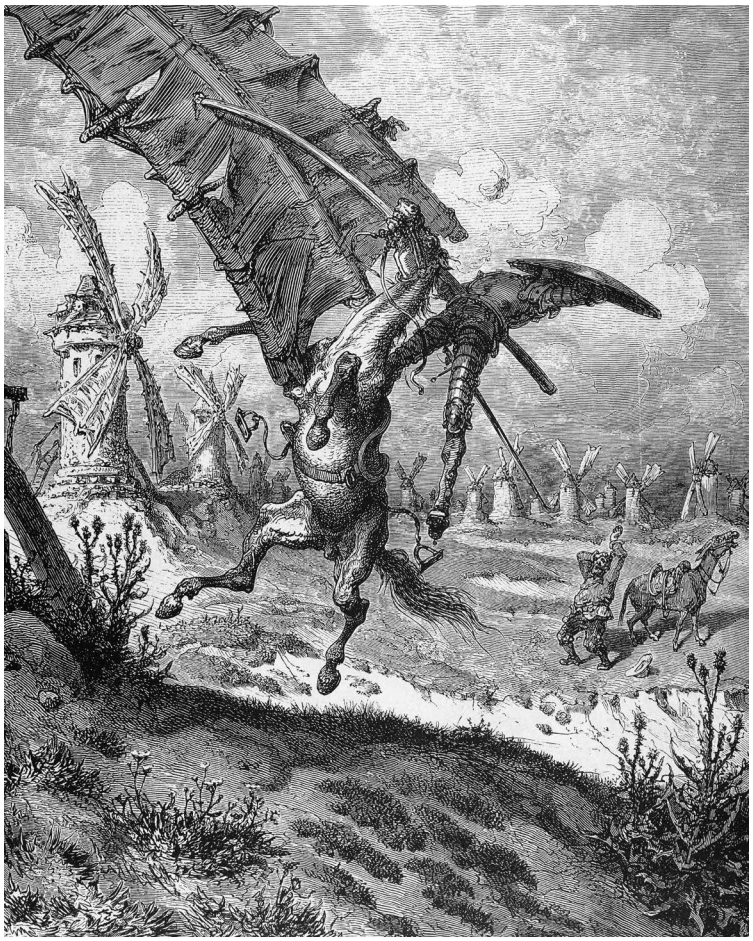
"Why, your honor," said Sancho, "those are not giants, but only windmills, and what you call arms are the sails, which, being turned by the wind, cause the millstones to work."

"It is evident," replied Don Quixote, "that you are not experienced in adventures of this sort. They are giants surely enough, and if you are afraid you had better go back a little distance while I engage them in fearful and unequal battle."

So saying, the knight spurred on Rocinante, ignoring the cries of his squire, who warned him that he was indeed attacking windmills. But so fixed was Don Quixote on the idea that they were giants that he would not listen to his squire or see with his own eyes what was plain enough in front of him. Forward he went, yelling, "Fly not, cowards and scoundrels! It is only a solitary knight who attacks you."

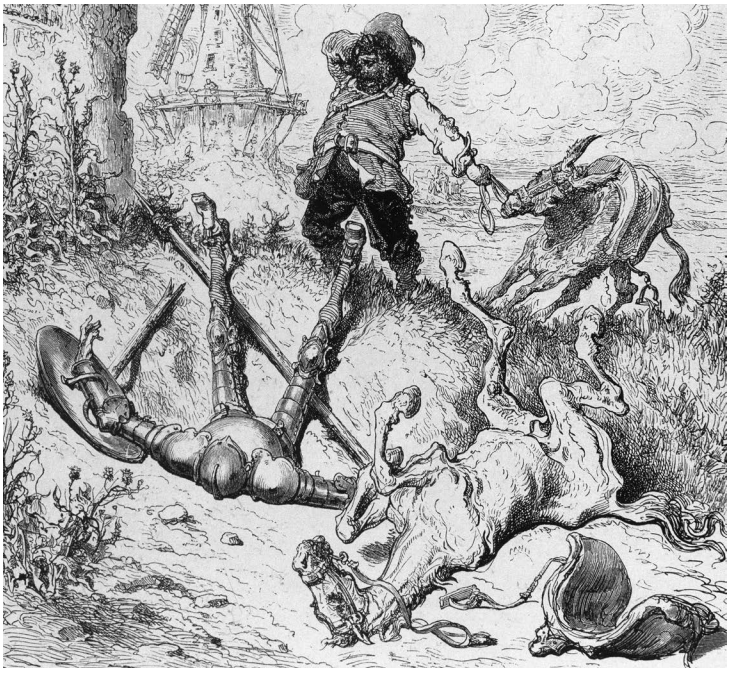
Just then the wind rose a little and the great sails of the windmill began to revolve. Don Quixote shouted out, "Though you wave more arms than Briares, you will still answer to me." And commending himself to his lady Dulcinea, he charged at a full gallop against the nearest

windmill. The lance passed through the sail, which caught it and broke it, but not before Don Quixote and his steed were dragged up with it and then thrown down on the ground some distance away.



Sancho Panza rushed to help, exclaiming, "Bless the Lord! Did I not tell your worship these were only windmills? And no one could mistake them for anything else unless he had something like them in his own head!"

"Silence, Sancho!" replied Don Quixote, slowly recovering from his injuries. "In war, things are strangely liable to sudden changes. Indeed, even more so than I supposed. It is clear that the crafty Freston, who stole my library,



changed the giants into windmills in order to cheat me of the glory of defeating them. Such is his hatred of me, but in the end his tricks will be useless against the power of my sword!"

"As God pleases," answered Sancho Panza, as he busied himself putting his master and Rocinante back in condition to continue their journey. They had not gone far when Sancho remarked that it seemed to be near dinnertime. Don Quixote replied that he did not feel hungry just then, but Sancho might eat whenever he pleased. With this permission, the squire arranged himself as well as he could on the back of his donkey. Taking some provisions from his pouch, he began to eat with great satisfaction, drinking long and often from a flask of wine he carried. On the whole, he thought it was pleasant enough to go about the country seeking adventures, even if they might be dangerous to others.

Enrichment Selection 2

"Hostile Armies, More Magic and the Spoils of Victory"

Soon they perceived a man on horseback coming along with something on his head that shone like burnished gold.

"Here comes a knight on a gray charger," exclaimed Don Quixote, "who, if I am not mistaken, has on his head the famous golden helmet of Mambrino."

"All I see," said Sancho, "is a man on a gray donkey, like my Dapple, with something on his head that glistens."

"Exactly," said Don Quixote. "That is the helmet of Mambrino. Stand aside and see how, without a word, I shall secure the helmet."

"I shall certainly get out of the way," said Sancho, "and I hope this is not like the fulling mill affair."

"I forbid you ever to mention the fulling mill again," said his master in a rage. "If you do, I will mill your very soul for you."

Now the fact of the matter was this traveler was a barber who worked in two nearby villages, carrying with him his brass basin and other tools of his trade. When it had begun to rain, he had put the basin on his head to protect his new hat. As he came closer, Don Quixote spurred Rocinante and charged at him at a gallop, crying out: "Defend yourself, coward, or surrender what is due to me!"

The astonished barber saw no way to avoid being run through with the lance than to slip off his donkey and dash away as fast as he could.

Don Quixote ordered Sancho to pick up the basin, which had fallen to the ground. Don Quixote took it from him and clapped it on his head, turning it around and around, trying to find the visor. "No doubt the pagan for whom this helmet was first made had an enormous

head, and it is a pity the visor is missing." On hearing the basin described as a helmet, Sancho burst out laughing.

"What are you laughing at?" demanded Don Quixote sternly.

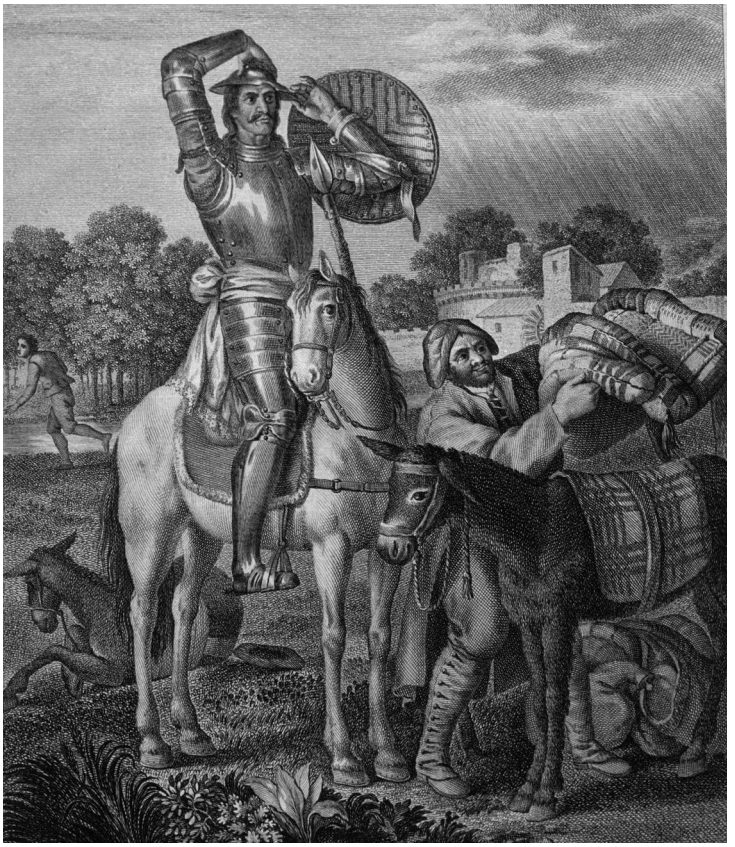
"I was only laughing, sir," said Sancho meekly, "at the idea of the enormous head the pagan must have had."

"I fancy," said Don Quixote, "that it must have fallen once into the hands of a greedy and ignorant person, who melted it down for its gold and then made this thing with what was left, which certainly does bear some resemblance to a barber's basin."

"And as for this charger," said Sancho, "which looks so much like a white donkey, what are we to do with it, for it seems the coward has abandoned it? And it is a better beast than my old Dapple."

"It is not customary to take a defeated knight's horse, unless the victor has lost his own in the combat," answered the knight. "Therefore, leave this animal and doubtless the owner will come back for it later."

"Can I at least trade equipment?" pleaded Sancho.



"I am not clear on that, but I know of nothing against such an exchange in the case of real necessity."

Sancho declared that no greater necessity could possibly exist and immediately traded his equipment for that on the white donkey, which was very much to his advantage.

. . .

They asked a passing laborer about Lady Dulcinea, but he knew nothing and, as day was beginning to break, Sancho suggested that they retire into some woods near town to rest. Later on he would come alone and search for her ladyship's house. The knight agreed and they rode a couple of miles out of town, where they found shelter in a shady grove.

It was still early in the day when Sancho emerged from the grove, pretending to go find Dulcinea and puzzled about how he would get around his master on this matter. He went a little

way and then turned off the road, intending to hide until evening, so that Don Quixote would think he was occupied with his mission into Toboso.

He sat and thought for a long time and had not come to any conclusion, when, just as he was about to return to his master, he saw three peasant girls mounted on donkeys coming from the direction of the city. He had been thinking if only he could get a hold of some country girl, he could persuade his master that she was Lady Dulcinea in disguise, and here came the very thing he wanted. So, riding back to where Don Quixote sat, he called out:

"Mount at once, your worship, and ride into the road, for here comes Lady Dulcinea and two of her damsels to pay you a visit."

"Gracious Heaven!" exclaimed Don Quixote. "What do you say? You are not deceived, or are you deceiving me?"

"Not a bit," answered Sancho. "See for yourself. The princess and her attendants are blazing all over with gold and diamonds and pearls and rubies, and their hair flies behind their shoulders like bundles of sunbeams and they are mounted on the three finest belfrys you ever saw."

"You mean palfreys, Sancho."

"Belfrys or palfreys, it's all the same for what it matters. There they are at any rate–the finest ladies you ever set eyes on, especially Princess Dulcinea, who is perfectly dazzling."

As Sancho and Don Quixote emerged from the wood, Sancho whispered, "There they are, shining like the sun."

"I see only three plain-looking country girls," said Don Quixote, "riding on donkeys."

"God save us!" said Sancho, pretending to be amazed. "Is it possible you see only donkeys where there are three belfrys, or whatever you call them, as white as pure snow?"

"I tell you, Sancho, they are donkeys–at least they appear so to me."

"Sir," said Sancho, solemnly, "say no more, but clear your eyes if you can and come pay reverence to the mistress of your soul, even if she be in a disguise."

Then he led the way to where the girls were passing, took hold of the bridle of one donkey, and fell to his knees in the dust, saying to the girl, "Queen, Princess, Duchess of Beauty, let your grandness be pleased to receive the homage of

yon captive knight, who stands there turned to stone by your amazing beauty and magnificent presence. I am Sancho Panza, his squire, and he is Don Quixote de la Mancha, otherwise known as the Knight of the Sorrowful Face."

By this time Don Quixote was also on his knees in front of the girl, but he could see only her wide, homely face and flat nose, and felt so confused he could not say a word.

For their part, the girls were astonished and bewildered both at being stopped and at being addressed in such a fashion. The one who had been called "Queen" first broke the silence, saying, "Get out of the way, you couple of fools, and let us go about our business."

NAME: _____

DATE: _____

Core Vocabulary for Enrichment Selections

1. **agitate**, ***v.*** to disturb, excite, or anger (**agitated**)
2. **belfry**, ***n.*** a tower in which a bell sits (**belfrys or belfries**)
3. **palfrey**, ***n.*** a type of horse generally ridden by women in the Middle Ages (**palfreys**)
4. **deficiency**, ***n.*** a condition in which something important is lacking or missing
5. **homely**, ***adj.*** unattractive
6. **lofty**, ***adj.*** very high; deserving admiration
7. **preposterous**, ***adj.*** very foolish or silly
8. **provisions**, ***n.*** a supply of food and other things that are needed
9. **resonant**, ***adj.*** producing a loud, clear, deep sound
10. **solemnly**, ***adv.*** done in a very serious or formal way

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ENGLISH

DON QUIXOTE: A HOPEFUL KNIGHT'S TALE

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