Grade 4 | Unit 2

Knights and Castles: Europe's Middle Ages

Activity Book

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Chaucer, Geoffrey. *The Canterbury Tales*. 1400.

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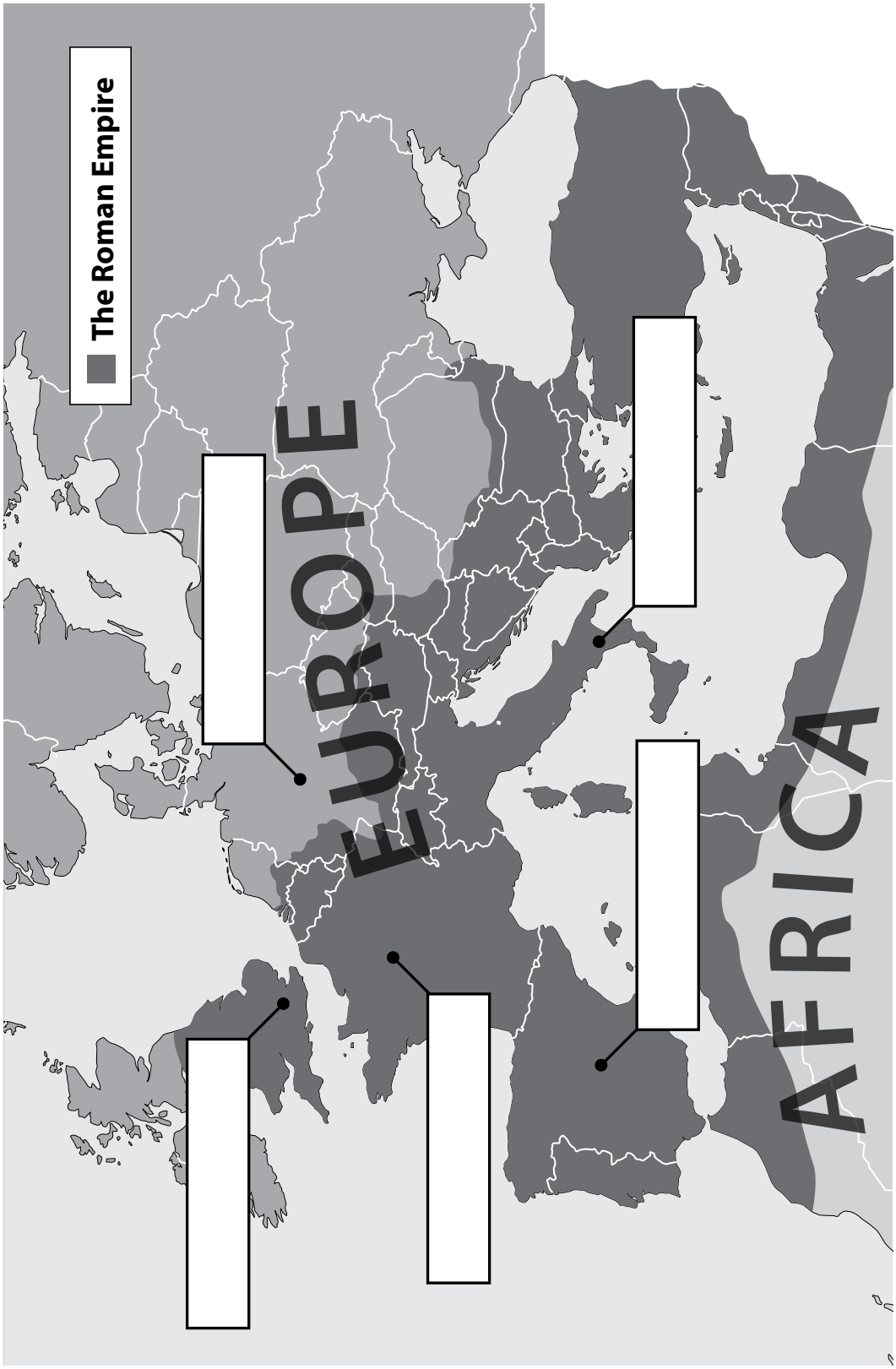
NAME: _____

DATE: _____

1.1 **Activity Page**

Label a Map



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1.2 **Activity Page**

Vocabulary for "Welcome to the Middle Ages"

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

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

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

4. **seize**, ***v.*** to take

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

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

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

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

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1.3 **Activity Page**

Welcome to the Middle Ages

List important events that led to the Middle Ages. Identify the page(s) of the Reader where you found information about each event.

Event	Page(s)

NAME: _____

DATE: _____

2.1 **Activity Page**

Vocabulary for "To the Manor Born"

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

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

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

4. **rival**, ***adj.*** competing

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

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

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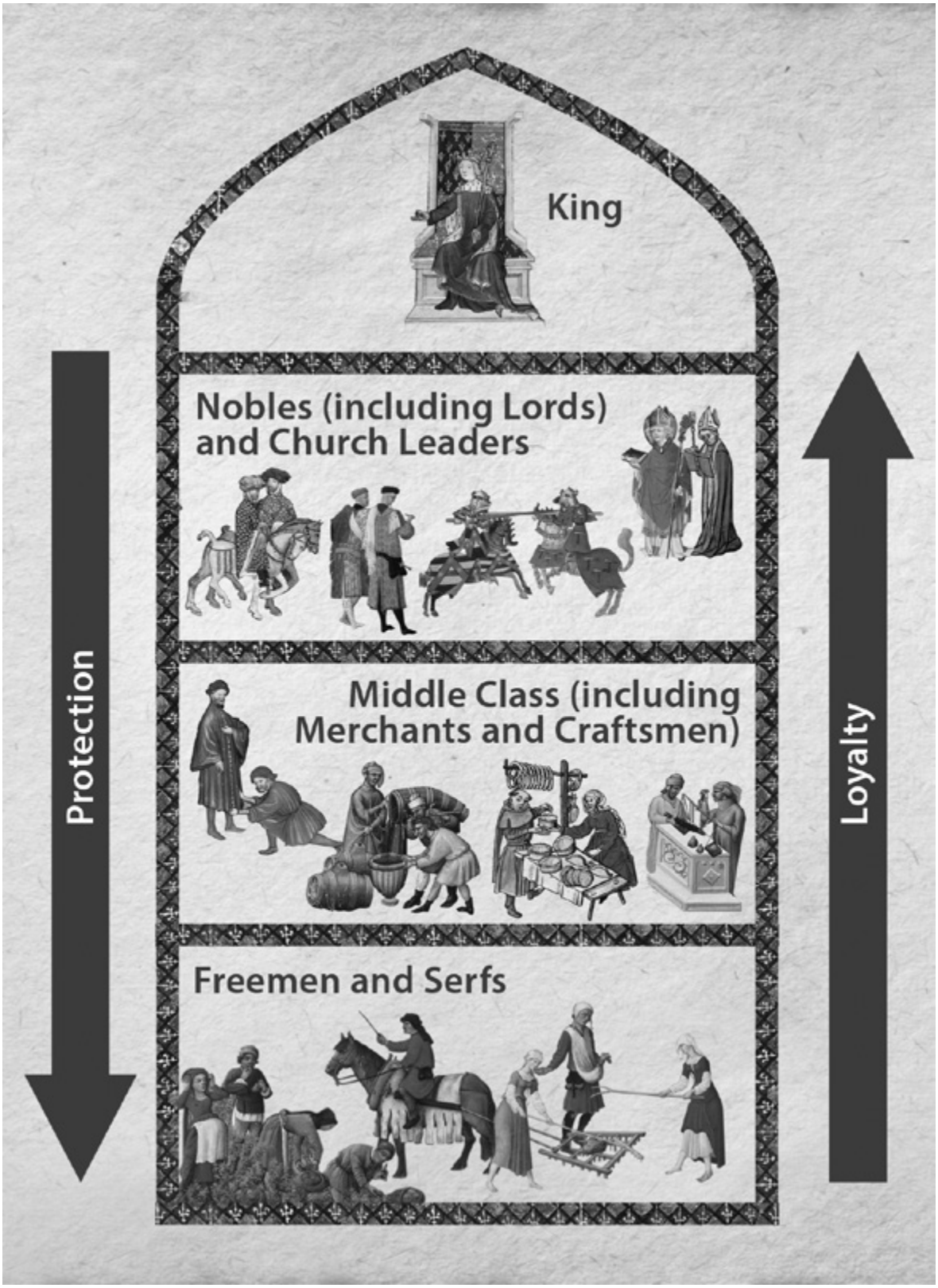
2.2 **Activity Page**

The Feudal System Hierarchy



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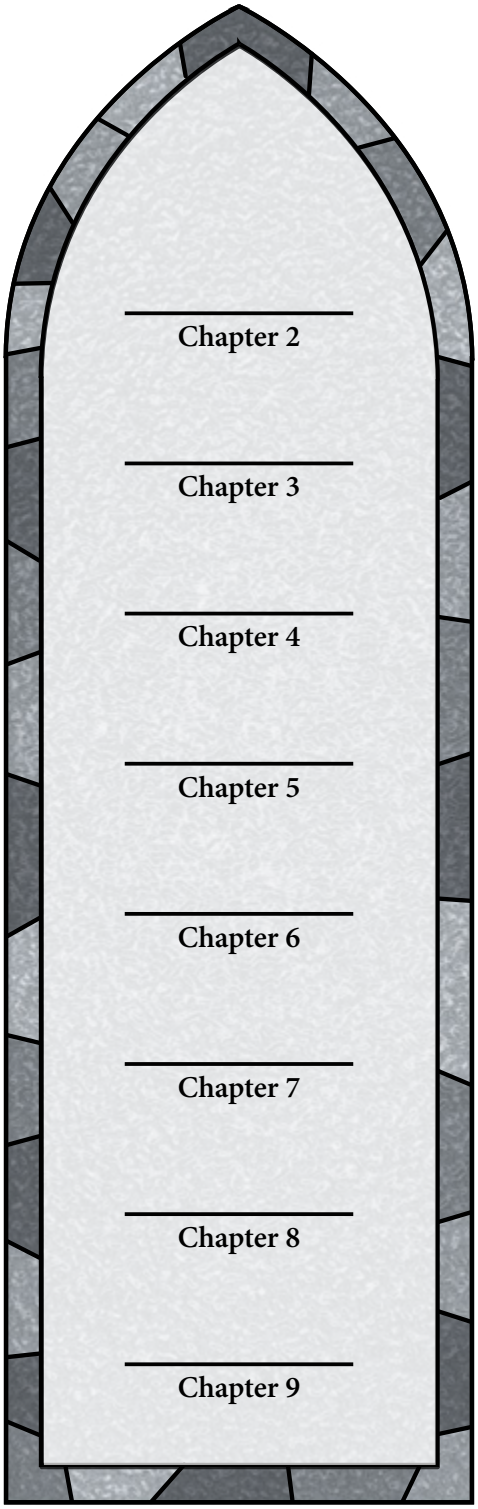
2.3 **Activity Page**

The Middle Ages Letter Quest



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2.4 **Activity Page**

Nouns and Adjectives

Write n. *above the nouns and* adj. *above the adjectives. Draw an arrow from each adjective to the noun it describes. The information following each sentence provides a clue about the number of nouns and adjectives you should find in each sentence.*

adj. adj. n. adj. n.

Example: The old, wise king speaks to his young son. (*2 nouns; 3 adjectives*)

1. Kings gave land to loyal lords. (*3 nouns; 1 adjective*)

2. People created impressive and inspiring architecture. (*2 nouns; 2 adjectives*)

3. Jesters entertained rich families. (*2 nouns; 1 adjective*)

4. Lords ate good food and lived in comfortable homes. (*3 nouns; 2 adjectives*)

5. Kings were challenged by power-hungry relatives and disloyal friends. (*3 nouns; 2 adjectives*)

6. Serfs lived their lives on small farms. (*3 nouns; 1 adjective*)

7. Children kept hungry birds away from growing crops. (*3 nouns; 2 adjectives*)

8. A good harvest is a joyful time of celebration. (*3 nouns; 2 adjectives*)

9. Young men tended to cows and pigs. (*3 nouns; 1 adjective*)

10. Starving serfs hunted in the royal forest. (*2 nouns; 2 adjectives*)

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2.5 **Activity Page**

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

Write the correct word to complete each sentence.

uncommon	**common**	**unequal**	**equal**
nonverbal	**verbal**	**nonthreatening**	**threatening**

1. Everyone in our classroom has a(n)_____ goal; we all want to learn new things about the world.

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

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

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

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

6. Kate and Max discovered something _____ in the side of the cliff. It turned out to be a dinosaur bone! Now that is something you don't find every day!

7. "Those skies look _____," said the farmer, as he pointed to the dark clouds that looked like they would pour rain any second.

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

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

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2.6 **Activity Page**

Graphic Organizer: Lords and Serfs

	Lords	Serfs
Homes		
Work		
Clothing		
Food		
Amount of Power		

NAME: _____

DATE: _____

4.1 **Activity Page**

Vocabulary for "Gloomy Castles and Jousting Knights"

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

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

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

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

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

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

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

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

NAME: _____

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4.2 **Activity Page**

Gloomy Castles and Jousting Knights

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

1. Young men in Europe in the Middle Ages were often required to become foot soldiers or knights. What was happening in Europe in the Middle Ages that required young men to become fighters?

_____

_____

_____

_____

Page(s) _____

2. Describe two differences between foot soldiers and knights.

_____

_____

_____

_____

_____

Page(s) _____

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

_____

_____

_____

_____

_____

_____

_____

_____

Page(s) _____

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

4. **Part A**: You read that knights fought in jousting matches and that other people came to watch the matches. How did those spectators feel about attending the matches?
   A. Spectators didn't like watching the matches because they were so violent.
   B. Spectators didn't like going to the matches because they cost so much money.
   C. Spectators liked watching the matches because they were exciting events.
   D. Spectators liked going to the matches because they could earn a lot of money by attending.

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

A. "Knights could prove their strength and abilities by taking part in jousting matches."

B. "Knights rode horses, wore full armor, and carried lances."

C. "Those who took part in jousts did so to gain respect and possibly a generous prize."

D. "For the privileged, attending the jousting matches was considered to be a day of excitement and entertainment."

Page(s) _____

5. On page 23, the text says, "Castles provided the inhabitants, or people who lived there, with a certain amount of protection from the enemy." Find three pieces of evidence from the text that demonstrate how a castle might protect its inhabitants from an enemy siege.

_____

_____

_____

_____

_____

_____

_____

Page(s) _____

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

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4.3 **Activity Page**

Noun

Adjective

NAME: _____

DATE: _____

5.1 **Activity Page**

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

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

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

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

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

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

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

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

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

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

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5.2 **Activity Page**

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

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

1. Where did most Europeans live in the early part of the Middle Ages? Where did many of them move between 1000 CE and 1300 CE?

   _____

   _____

   _____

   Page(s) _____

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

   _____

   Page(s) _____

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

_____

_____

_____

_____

_____

Page(s) _____

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

_____

_____

_____

Page(s) _____

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

5. **Part A**: You read that women in Europe in the Middle Ages had few legal rights. However, women stiill had important roles. What role did many women share, whether they were privileged or not?

   A. Many women could advise kings and princes.

   B. Many women could manage land.

   C. Many women joined the church and became nuns.

   D. Many women managed their families' needs on a daily basis.

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

   A. "However, a small number of women in positions of power had significant influence."

   B. "Women could become skilled in a particular craft."

   C. "Many women worked alongside their husbands in the fields."

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

   Page(s) _____

NAME: _____

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5.3 **Activity Page**

Informative Paragraph Rubric

	Advanced	Proficient	Basic
Ideas	• topic sentence clearly expresses a big idea about the topic • a combination of relevant facts, concrete details, or examples strongly develop the topic • several clear connections between ideas	• topic sentence states the topic • facts, concrete details, or examples develop the topic	The composition does not do one or more of the following: • state the topic • develop the topic with facts, concrete details, or examples
Organization	• topic sentence introduces a topic clearly and in an engaging way • all details are presented logically and relate closely to the topic • all information is paraphrased • title adds to the reader's understanding of the topic • concluding sentence retells the main idea in a new way and connects the topic to a final thought	• topic sentence introduces a topic clearly • most details are presented logically and most relate to the topic • most information is paraphrased • title is related to the topic • concluding sentence is related to the topic	The composition does not do one or more of the following: • introduce a topic clearly • group related information logically • include a title that is related to the topic • provide a concluding sentence related to the topic
Conventions	• words, phrases, and clauses link ideas • precise language and specific vocabulary make the ideas well-developed and clear	• words, phrases, and clauses link ideas • some precise language and specific vocabulary about the topic	The composition does not do one or more of the following: • link ideas within and across categories of information using words, phrases, and clauses • use precise language and specific vocabulary

NAME: _____

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6.1 **Activity Page**

Life During the Middle Ages

Life on a Manor	Life in a Town

NAME: _____

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6.2 **Activity Page**

Progressive Verb Tenses

- *Write sentences in the past, present and future tenses using each verb.*
- *Each sentence must be at least six words.*

Example:

Verb: singing	
Present	I am singing my brother's favorite song.
Past	I was singing to my grandpa yesterday.
Future	I will be singing in the school concert tomorrow.

1. Verb: running	
Present	
Past	
Future	

2. Verb: eating	
Present	
Past	
Future	

NAME: _____

DATE: _____

6.3 **Activity Page**

en–: Prefix Meaning "to make"

Write the correct word to complete each sentence. You may need to add –ed, –ing, *or* –s *to make the word correctly fit in the sentence.*

enable	**encircle**	**endear**	**enforce**	**endanger**	**entrust**

1. I hope that our many ballet lessons will _____ us to do well in the recital!

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

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

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

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

6. The serfs' fields _____ their small houses.

Challenge: What do you think *enclose* means based on what you know about the prefix *en–* and the English root word *close*? Here is a sentence from the Reader that may help you:

> Castle walls sometimes enclosed a series of small buildings, like a little town.

_____

_____

NAME: _____

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7.1 **Activity Page**

Vocabulary for "The Power of the Church"

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

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

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

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

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

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

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

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

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

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

NAME: _____

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7.2 **Activity Page**

Graphic Organizer: Knights, Craftsmen, Monks, and Nuns

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

NAME: _____

DATE: _____

8.1 **Activity Page**

Comparative Paragraph Plan

Starter Sentence: **The lives of _____ and _____ were similar / different in some ways.**	
Point #1: **(Main similarity OR difference)**	**Point #2:** **(Main similarity OR difference)**
Textual Evidence / Page(s) **(Include at least two paraphrased notes)**	**Textual Evidence / Page(s)** **(Include at least two paraphrased notes)**

Complex Sentences

Although While Whereas +	Subject Predicate +	,	Subject Predicate =	Complex Sentence

Practice writing a complex sentence.

Example: Although lords and ladies had different training, they learned some similar skills.

_____

_____

_____

_____

NAME: _____

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9.1 **Activity Page**

Vocabulary for "1066: The Battle that Changed History"

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

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

3. **tactic**, ***n.*** a planned action or method used to achieve a particular goal (**tactics**)

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

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

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

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

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

9. **commission**, ***v.*** to request or order something be made or done (**commissioned**)

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9.2 **Activity Page**

Use Adjectives and Adverbs Correctly

Write an adjective or an adverb, depending on whether the word being described is a noun or verb.

soft	**positive**	**fair**	**prompt**	**loose**	**exact**
softly	**positively**	**fairly**	**promptly**	**loosely**	**exactly**

1. The teacher used a ruler to find the _____ measurements of the shelf.

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

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

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

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

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

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

8. "Please speak _____ so you don't wake up the baby," whispered her mother.

Challenge: *Write the correct abbreviation above the word in the blank to show whether it is an adjective or adverb. Draw an arrow from each adjective to the noun it describes. Write the abbreviation above the word it describes to show whether it is a noun or a verb. Draw an arrow from each adverb to the verb it describes.*

NAME: _____

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9.3 **Activity Page**

Prepositions and Prepositional Phrases

Underline the preposition. Circle the prepositional phrase.

Example: The lord tapped the squire on his shoulder.

1. The lord owned all the land around his home.

2. Serfs spent most days working in the field.

3. The rats ran across the street.

4. The vegetable stall was beside the eggs stall.

5. The lady put the book under her embroidery.

6. The castle's drawbridge is above the moat.

Finish each sentence stem with a prepositional phrase.

1. The castle's cooks made dinner _____ .

2. She put rye bread _____ .

3. The horse galloped _____ .

4. The monk walked _____ .

5. The soldiers guarded the walls _____ .

6. The food sellers sold fruits, vegetables, and eggs _____ .

NAME: _____

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9.4 **Activity Page**

Practice Spelling Words

Write a sentence for each of the spelling words.

seize	**transform**	**establish**	**surrender**	**thrive**
retreat	**acquire**	**promote**	**fatal**	**unravel**

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

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10.1 **Activity Page**

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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10.2 **Activity Page**

"1066: The Battle that Changed History"

As you and your partner read chapter 6, "1066: The Battle that Changed History," answer the following questions.

1. On the following map, label England and France, and the town of Hastings in England. The region of Normandy in France is labeled for you.

2. Why is the date 1066 famous in European history?
   A. It was the year in which the Middle Ages began.
   B. It was the year in which William the Conqueror was born.
   C. It was the year in which William the Conqueror became king of England.
   D. It was the year in which William the Conqueror died.

   Page(s) _____

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

_____

_____

Page(s) _____

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

_____

_____

_____

_____

Page(s) _____

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

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

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

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

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

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

Page(s) _____

6. The text reads, "Without a strong defensive line, the Norman knights were able to overwhelm the English soldiers." What clues in the text explain why the English soldiers did not have a strong defensive line?
   A. "As more and more English soldiers left their positions on Senlac Hill, they encountered Norman knights on horseback."
   B. "The English shield wall now had gaps in it."
   C. "Seeing this, some English soldiers broke the wall and pursued the fleeing knights."
   D. All of the above

   Page(s) _____

7. What happened in Westminster Abbey on Christmas Day in 1066?
   A. William, Duke of Normandy, was crowned King William I of England.
   B. There was a Christmas festival where they sang Christmas carols.
   C. The Bayeux Tapestry was given as a gift to the people of England.
   D. King William ordered everyone to report how much money and property they had.

   Page(s) _____

8. How did family members assist a young archer?

_____

_____

_____

_____

_____

Page(s) _____

NAME: _____

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11.1 **Activity Page**

Vocabulary for "Henry II and Law and Order"

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

2. **mercilessly**, ***adv.*** done with cruelty or harshness

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

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

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

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

7. **appoint**, ***v.*** to choose someone to do a specific job (**appointed**)

8. **sulk**, ***v.*** to be angry or upset about something (**sulking**)

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

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

NAME: _____

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11.2 **Activity Page**

Subjects and Predicates

For each sentence, draw a vertical line separating the subject and predicate. Underline the entire subject. Draw a wiggly line under the entire predicate.

1. The English soldiers faced a large, well-equipped Norman army.

2. The Normans had approximately 10,000 men.

3. London Bridge was the only way across the river into the city.

4. A number of important English lords surrendered and vowed to be loyal to William.

5. William, Duke of Normandy, became King William I of England.

6. Skillful archers in your family help you train to be an archer, too.

7. William invited many people from France to settle England.

8. French and Old English blended together over time and became Middle English.

9. Chaucer wrote *The Canterbury Tales* in Middle English.

10. King Henry appointed Thomas Becket as archbishop of Canterbury.

NAME: _____

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11.3 **Activity Page**

Root *arch*

Write the correct word to complete each sentence.

anarchy	**hierarchy**	**archrival**	**matriarch**
monarchy	**patriarch**	**archduke**	

1. Serfs were at the bottom of the _____ in the feudal system.

2. My favorite football team plays its _____ twice a year and each game is very intense and emotional, with each team wanting to win very badly.

3. The _____ is so powerful that all of the other dukes and nobles want to please him.

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

5. Our people are led by a _____; she is the wisest and bravest woman in our country.

6. The king's oldest son will lead the _____ when the king is gone.

7. After her grandfather passed away, her father became the _____ of their family.

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12.1 **Activity Page**

Types of Transition Words and Phrases

Order	Introduce an Example	Compare	Add
First,	For instance,	Similarly,	In addition,
First of all,	For example,	In the same way,	Additionally,
Second,		Likewise,	Furthermore,
Second of all,		In contrast,	
Next,		However,	
In summary,		On the other hand,	
In conclusion,			

Read the paragraph. Then fill in the blanks with an appropriate transition word or phrase.

The reign of Henry II was positive in some ways. _____ he ended trial by ordeal. Trial by ordeal meant that the accused had to go through a certain challenge. _____ the accused might have to pick up red-hot metal or fight. Trial by ordeal was commonly used in the Middle Ages. _____ Henry II changed this by creating a court system with judges. _____ Henry II's reign was positive in some ways because he found a new way to raise an army. Before his reign, kings sometimes asked the nobles to provide soldiers for his army. _____ Henry II did something different. He asked nobles for money and used the money to hire soldiers. _____ Henry II made some positive changes that influenced the future of England and beyond.

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12.2 **Activity Page**

Comparative Paragraph Draft

Checklist:	Completed?
1. Topic sentence	
2. Point #1 (first difference OR similarity)	
3. Detail sentences about Point #1	
4. Point #2 (second difference or similarity)	
5. Detail sentences about Point #2	
6. Concluding sentence	

NAME: _____

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13.1 **Activity Page**

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

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

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

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

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

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

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

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

NAME: _____

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14.1 **Activity Page**

The Wayward King: King John and Magna Carta

As you and your partner read chapter 8, "The Wayward King: King John and Magna Carta," answer the following questions.

1. Was King John able to defend the regions that the king of France attacked? Why or why not?

   _____

   _____

   Page number(s): _____

2. Why was the pope unhappy with King John?

   _____

   _____

   _____

   Page number(s): _____

3. Write answers to the following questions before writing an expanded sentence using the sentence: *Some of the nobles turned against King John.*

   When:

   Where:

   Why:

   Expanded sentence:

   Page number(s): _____

4. How did Magna Carta limit the power of the king?

   _____

   _____

   Page number(s): _____

5. What prevented many people from entering royal forests?

   _____

   _____

   Page number(s): _____

NAME: _____

DATE: _____

6. Do you think training to become a lady-in-waiting took a lot of effort? Why or why not?

_____

_____

_____

_____

Page number(s): _____

NAME: _____

DATE: _____

14.2 **Activity Page**

Informative Paragraph Rubric

	Advanced	Proficient	Basic
Ideas	• topic sentence clearly expresses a big idea about the topic • a combination of relevant facts, concrete details, or examples strongly develop the topic • several clear connections between ideas	• topic sentence states the topic • facts, concrete details, or examples develop the topic	The composition does not do one or more of the following: • state the topic • develop the topic with facts, concrete details, or examples
Organization	• topic sentence introduces a topic clearly and in an engaging way • all details are presented logically and relate closely to the topic • all information is paraphrased • title adds to the reader's understanding of the topic • concluding sentence retells the main idea in a new way and connects the topic to a final thought	• topic sentence introduces a topic clearly • most details are presented logically and most relate to the topic • most information is paraphrased • title is related to the topic • concluding sentence is related to the topic	The composition does not do one or more of the following: • introduce a topic clearly • group related information logically • include a title that is related to the topic • provide a concluding sentence related to the topic
Conventions	• words, phrases, and clauses link ideas • precise language and specific vocabulary make the ideas well-developed and clear	• words, phrases, and clauses link ideas • some precise language and specific vocabulary about the topic	The composition does not do one or more of the following: • link ideas within and across categories of information using words, phrases, and clauses • use precise language and specific vocabulary

NAME: _____

DATE: _____

14.3 **Activity Page**

Editing Checklist

Editing Checklist	After checking for each type of edit, place a check here.
Meaning	
Is correct grammar used?	
• Sentences are complete with subject and predicate.	
• Adjectives and adverbs are used correctly.	
Is the main idea developed?	
• Facts, specific details, and examples develop the paragraph's main idea.	
Capitals	
Is capitalization appropriately applied?	
• All sentences begin with a capital letter.	
• All proper nouns are capitalized.	
Spelling	
Are words spelled correctly?	
• Taught spelling words and morphology are spelled accurately.	
• The student has been supported in identifying other misspellings to be looked up in reference sources as needed.	
Punctuation	
Is punctuation appropriately applied?	
• All sentences have appropriate ending punctuation.	
• Commas and quotation marks are used correctly for the ways they have been taught.	

NAME: _____

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15.1 **Activity Page**

Vocabulary for "A Changing World"

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

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

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

4. **mighty**, ***adj.*** having great size or strength

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

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

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

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

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

NAME: _____

DATE: _____

15.2 **Activity Page**

Graphic Organizer: Impact of the Middle Ages

Middle Ages Event or Development	One Impact of Event or Development
feudal system	
knights and castles	
growth of towns and the middle class	
Battle of Hastings	
Magna Carta	
weapons	
inventions	

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

NAME: _____

DATE: _____

15.3 **Activity Page**

Practice Parts of Speech, Subjects, and Predicates

*Draw a vertical line separating the subject and predicate. Underline the nouns. Draw a wiggly line under the verbs. Identify the adjectives and adverbs by writing abbreviations above them (*adj. *or* adv.*). Draw an arrow from the adjectives to the nouns they describe in one color, and from adverbs to the verbs they describe in another color.*

1. The English army used its skillful archers in battle.

2. Crusaders carried a flag with a red cross proudly.

3. They left the beautiful hills of their homeland.

4. Crusaders experienced hot and cold climates.

5. The terrible disease created a sense of terror.

6. The plague spread quickly due to infected fleas on rodents.

7. Nobles and serfs suffered equally as a result of the plague.

8. A large number of serfs rose bravely in protest.

9. The role of the lord changed slowly during the Middle Ages.

10. The lord's control of townspeople changed.

NAME: _____

DATE: _____

15.4 **Activity Page**

Root *arch*

Write the correct word to complete the sentence and write it on the line.

1. She worked day in and day out on the project because she wanted to get a better grade than her _____.
   (archrival, matriarch)

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

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

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

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

For each word, write a sentence using the word.

6. monarchy

_____

_____

_____

7. patriarch

_____

_____

_____

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

_____

_____

_____

NAME: _____

DATE: _____

15.5 **Activity Page**

Practice Spelling Words

Write the correct spelling word to complete each sentence. Words will not be used more than once; some words will not be used. You may need to add suffixes, such as –s, –es, –ed, *or* –ing, *to the words to complete the sentences.*

nonverbal	**nonstop**	**ensure**	**unsettle**	**unusual**
unsuccessful	**entrust**	**unable**	**nonsense**	**nonfiction**
enclose	**unlikely**	**unrest**	**nonissue**	**enjoy**

1. As part of the Roman empire became _____ to defend their borders, Germanic tribes pushed farther to the west.

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

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

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

5. The *Medieval Knights and Castle Life: Europe's Middle Ages* Reader is a _____ book filled with facts and information about the period in European history called the Middle Ages.

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

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

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

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

1.

_____

_____

2.

_____

_____

3.

_____

_____

4.

_____

_____

NAME: _____

DATE: _____

16.1 **Activity Page**

Spelling Assessment

Write the spelling words as your teacher calls them out.

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

NAME: _____

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E1.1 **Activity Page**

The Canterbury Tales: Selection 1

Read the enrichment selection and answer the following questions in complete sentences.

1. What were two reasons most people heard, rather than read, Chaucer's poems?

_____

_____

2. In the Prologue to *The Canterbury Tales*, who is narrating the story? What line(s) from the text provide the best answer to this question?

_____

_____

3. How many people are traveling on this pilgrimage with the narrator, and who is the first person the narrator will tell about?

_____

_____

4. Select three lines from the modern-day English poem on the left and the same three lines from the Middle English version on the right. Compare the wording of both versions, and point out any similarities between specific words.

NAME: _____

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E2.1 **Activity Page**

The Canterbury Tales: Selection 2

Read the enrichment selection and answer the following questions in complete sentences.

1. What is chivalry? What lines from the text support the author's statement that the knight in the poem "loved chivalry"?

_____

_____

_____

_____

_____

2. In this poem, Chaucer introduces both a knight and his son, a squire. Compare the descriptions of these two characters.

_____

_____

_____

_____

_____

_____

3. Select three lines from the modern-day English poem on the left and the same three lines from the Middle English version on the right. Compare the wording of both versions, and point out any similarities between specific words.

Student Resources

In this section, you will find:

- SR.1—Individual Code Chart

NAME: _____

DATE: _____

SR.1 Resource

Individual Code Charts

/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				

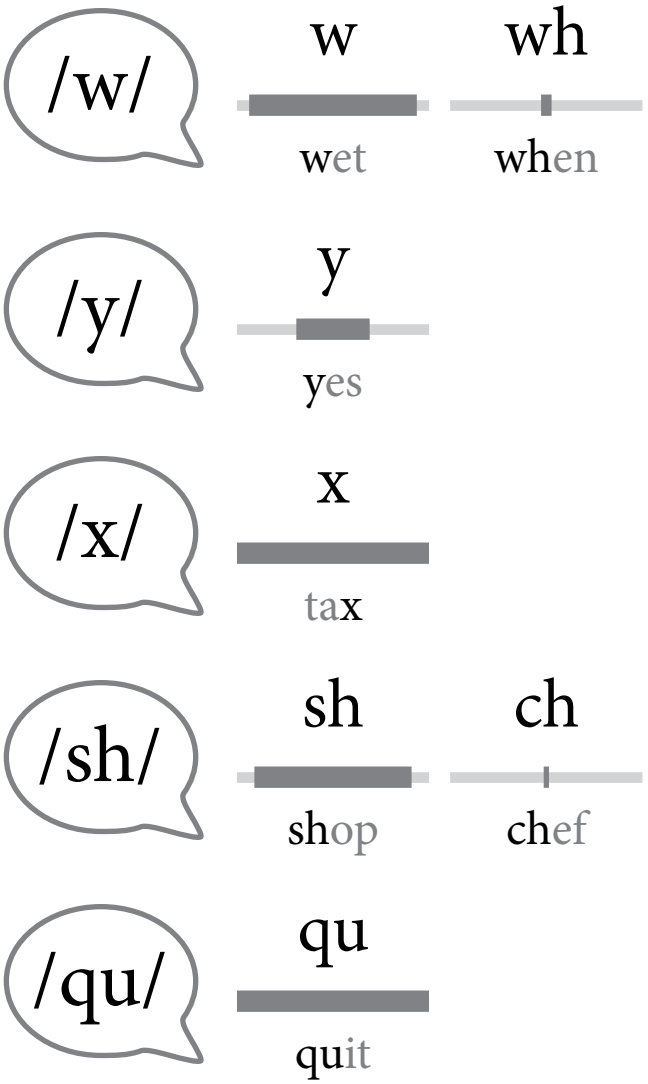
NAME: _____

DATE: _____

SR.1 CONTINUED

Resource

/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: _____

SR.1 CONTINUED

Resource

/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: _____

SR.1 CONTINUED

Resource

/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

/oi/

oi	oy
oil	toy

/aw/

au	aw	al	ough	augh
Paul	paw	wall	bought	caught

/ar/

ar

car

/er/

er

her

or

work

ur

hurt

ar

dollar

ir

bird

ear

earth

/or/

or

for

ore

more

ar

war

our

four

oar

roar

oor

door

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