

Grade 4

Unit 2

Assessment Guide: Unit Assessment

© 2015 The Core Knowledge Foundation and its licensors
www.coreknowledge.org

Revised and additional material
© 2026 Amplify Education, Inc. and its licensors
www.amplify.com

All Rights Reserved.

Core Knowledge Language Arts and CKLA are trademarks
of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book
strictly for illustrative and educational purposes and are
the property of their respective owners. References herein
should not be regarded as affecting the validity of said
trademarks and trade names.

Grade 4

Unit Assessment

Unit Assessment—Knights and Castles: Europe's Middle Ages

Reading Comprehension

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

Early Castles in England and France

- 1 Castles in the Middle Ages served to protect and shelter kings and nobles. They were also a base from which to launch an attack. Castles were initially wooden fort-like structures. Over time, people replaced the wood with stone and they added towers, walls, and moats.
- 2 In France during the Middle Ages, a style of defensive structure developed that was called the motte-and-bailey castle. The motte-and-bailey castle became a common structure for defense.
- 3 A motte-and-bailey castle was a strong wooden structure built on top of a manmade hill called a motte. Wooden steps or a ramp connected the courtyard, or bailey, to the motte. People removed



A motte-and-bailey castle

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

- 4 To build the motte, men used soil they dug out of the earth to create the ditches. It took hundreds of tons of soil, and many men, to construct the motte. But once that was done, they could build the wooden structures in a matter of weeks. This work was done without the aid of modern machines.
- 5 William the Conqueror brought this style of castle to England after his conquest in 1066. William the Conqueror had his soldiers build motte and bailey castles in the most rebellious regions. In addition, he seized land from the Anglo-Saxon nobles and gave it to Norman nobles. The Norman nobles built motte-and-bailey castles on their new land. Towns often sprang up around these castles.
- 6 Over time, as the weapons used to attack castles became more powerful, castles had to become stronger, too. Eventually, people built castles with stone. This new style of castle had thick stone walls and could better withstand fire and siege weaponry. A moat often filled with water surrounded many of these stone castles. The only way into a castle like this was across a wooden drawbridge that guards raised or lowered as needed.

NAME: _____

DATE: _____

2.1
CONTINUED

Unit 2
Assessment

- 7 In the 1300s, people built even stronger castles with several outer walls. These walls provided extra defense. Then, in the 1400s, people began to develop strong artillery fire power. Even



Stone castle

the strongest defensive features could not always withstand this stronger firepower. As a result, the function and purpose of castles changed. They became impressive homes rather than defensive structures. Today, many of these stone castles still stand. They serve as a reminder of what life was like during this period in history.

Questions

1. In paragraph 5, the text says William the Conqueror had his soldiers build motte-and-bailey castles in the most rebellious regions of England. Why would William the Conqueror have these structures built in the most rebellious regions?

Use the following chart to compare and contrast motte-and-bailey castles with stone castles. Use information from the text to describe each feature of the structures.

	Motte-and-Bailey Castle	Stone Castle
2. Made from what material?		
3. Way into the castle?		
4. Features surrounding the castle?		
5. Why the castle was built?		

NAME: _____

DATE: _____

2.1
CONTINUED

Unit 2
Assessment

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

7. At the end of the selection, the text says castles became impressive homes rather than defensive structures. Why was there a change in the way in which castles were used?
- A. Castles were a base from which to launch an attack.
 - B. Castles could no longer provide enough protection to withstand an attack.
 - C. Castles were built on nobles' new land.
 - D. Castles could be accessed by steps or a drawbridge.
8. In paragraph 6, the author discusses how the new style of castle could withstand fire and siege weaponry. In paragraph 7, the author discusses the change in castles providing protection to withstand an attack. What is a synonym for *withstand*?
- A. prevent
 - B. cause
 - C. survive
 - D. crumble

Harry's Life

- 1 My name is Harry. I live in a small thatched cottage with my two younger sisters, Mary and Margaret, and my parents. Lord Percy owns our home and the estate on which our home sits. My family and I work for Lord Percy, planting and tending to his crops, and taking care of his livestock. We own a pig, two cows, and several chickens. Our cows graze on land nearby. Our pig lives in a small pen close to our cottage. My sisters named our pig Chancellor in honor of the Lord Chancellor of England. The Lord Chancellor is rich and very powerful. My father said that our pig looks a little like the Lord Chancellor. However, my father spoke in a hushed tone when he uttered those words.
- 2 When we are not working for Lord Percy, my sisters and I have our own chores to do. We tend to our own crops, feed our livestock, and gather wood for the fire. My sisters are often busy weaving, sewing, and baking, while I learn carpentry skills from my father. Everyone looks after the garden that grows right outside our cottage. In the garden we grow herbs such as fennel, dill, rosemary, cloves, and lemon thyme. My mother uses the herbs for flavoring our food and for medicines. When I injured my eye carving a longbow, she used fennel to ease the wound. When the plague struck, my mother made clove tea, using cloves from our garden. We all survived and my mother said it was because of her tea. Other families were not so fortunate.

NAME: _____

DATE: _____

2.1
CONTINUED

Unit 2
Assessment

- 3 During the spring, summer, and autumn months, we are usually busy working on the land. We scatter the seeds, tend to the crops as they grow, and help to harvest them when they are ready. There is little time to play, but whenever we can, we do. We have lots of friends and we all like to race each other, play hide and seek, and climb trees.
- 4 My entire family lives and sleeps in one room. A fire fueled by wood warms our house. My mother and sisters cook stews and soups on the fire. Whenever we can, we eat meat such as rabbit and deer. My mother roasts the meat on a spit in front of the fire. It is my job to turn the spit. The smell of the meat cooking makes my mouth water. Our cows provide us with milk to drink. But we also churn the milk into cream and we make cheese, too. Our chickens Ann, Eleanor, Mabel, and Gertrude provide us with eggs.
- 5 My father says that seven generations of my family have worked for Lord Percy or his ancestors. In each generation in our family, there has been a boy named Harry. That's why my father calls me Harry the Seventh. I expect I will live here all my life, watching the seasons come and go. I am quite happy to do that. But sometimes I dream about becoming a knight and riding off to seek my fortune.

Questions

9. What are two ways that the herb garden is important to Harry's family?

10. In paragraph 1, what do the following sentences mean about the power of the Lord Chancellor of England?

My father said that our pig looks a little like the Lord Chancellor. However, my father spoke in a hushed tone when he uttered those words.

- A. The Lord Chancellor is not powerful because Harry's father made fun of the Lord Chancellor by saying he looks like a pig.
- B. The Lord Chancellor is not powerful because Harry's father spoke in a hushed tone so he would not get in trouble for comparing the Lord Chancellor to a pig.
- C. The Lord Chancellor is powerful because Harry's father spoke in a hushed tone so he would not get in trouble for comparing the Lord Chancellor to a pig.
- D. The Lord Chancellor is powerful because Harry's father complimented the Lord Chancellor by saying he looks like a pig.

NAME: _____

DATE: _____

2.1
CONTINUED

Unit 2
Assessment

11. Fill in the following chart with information from the selection about the work Harry and his family do for Lord Percy and the chores Harry and his family do for themselves.

Work for Lord Percy	Chores for the family

12. How are the chores Harry and his family do for Lord Percy similar to or different from the chores they do for themselves? Use information from the chart to support your answer.

13. In paragraph 2, Harry says that his family survived the plague and his mother said it was because of her clove tea. He then says, “Other families were not so fortunate.” What does he mean that other families were not so fortunate?
- A. Other families did not have clove tea like Harry’s family.
 - B. Other families did not suffer from the plague either.
 - C. Other families did not have a garden.
 - D. Other families did not survive the plague.

NAME: _____

DATE: _____

2.1
CONTINUED

Unit 2
Assessment

14. **Writing Prompt:** Harry describes many aspects of his life. In your opinion, was Harry's life easy or difficult? Using information from the text, write a paragraph in which you provide an opinion about whether you think Harry's life was easy or difficult. Your audience includes classmates who have learned about the Middle Ages, including the feudal system. Be sure to use information from the selection to support your opinion. Write your paragraph in the space below.

Reading Comprehension total _____ of 14 points

To receive a point for a two-part question (i.e., 9) students must correctly answer both parts of the question.

Grammar

Write n. above the nouns in each sentence and adj. above the adjectives in each sentence. Then, draw an arrow from each adjective to the noun it describes.

15. New merchants created new jobs for town residents.

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

Write a sentence using the verb and adverb provided.

17. verb: gathered adverb: quickly

18. verb: speak adverb: quietly

Draw a line separating the subject from the predicate in each sentence. Underline the entire subject. Draw a wiggly line under the entire predicate.

19. English soldiers faced a well-equipped Norman army.

20. Magna Carta stated that the king must consult with others if he wanted to make new laws or raise taxes.

Grammar total _____ of 6 points

NAME: _____

DATE: _____

2.1
CONTINUED

Unit 2
Assessment

Morphology

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

21. **Part A:** Which of the following words is a synonym for *uncommon*?

- A. rare
- B. similar
- C. alike
- D. usual

Part B: Which of the following words is an antonym for *uncommon*?

- A. rare
- B. similar
- C. alike
- D. usual

Write the correct word to complete the sentence.

22. The teacher gave us a(n) _____ signal to stop
[verbal, nonverbal, essential, nonessential]
talking by raising her hand above her head.

23. My grandfather had a builder enlarge his kitchen. What did the builder do to the kitchen?

- A. made it smaller
- B. made it bigger
- C. made it colorful
- D. made it tighter

24. Write a sentence using the word *endangered*. Be sure the sentence demonstrates the meaning of the word.

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

25. **Part A:** What does the root *arch* mean?

- A. large
- B. small
- C. main
- D. minor

Part B: What does the word *archenemy* mean?

- A. large enemy
- B. small enemy
- C. main enemy
- D. minor enemy

Morphology total _____ of 5 points

To receive a point for a two-part question (i.e., 21 and 25) students must correctly answer both parts of the question.

Unit Assessment total _____ of 25 points

NAME: _____

DATE: _____

2.1
CONTINUED

Unit 2
Assessment

Student Performance Fluency Assessment Student Copy

“Kings and Queens”

- 1 Kings and queens were the most important and powerful people in their kingdoms. They had the best of everything. They had the best houses, the best clothing, and the best food. Kings did not have to say “please” and “thank you.” They didn’t even have to dress themselves. Pretty much everything kings and queens used, touched, or owned was royal. The soft, fluffy robes a king wore were the royal robes. The cup he drank from was called the royal cup. And if it was royal, that meant that only someone in the royal family was allowed to use it.
- 2 A few hundred years ago, it might have been nice to be a king or queen ruling your own kingdom. You would have made all the rules and laws that people had to follow. However, being a king or a queen would have also been very difficult at times. Kings and queens had big jobs to do. For example, every day, people came to ask the kings and queens for money. People also came to ask the kings and queens for advice, or information. Kings and queens had to make important decisions about things that were happening in the kingdom.

Grade 4

Answer Key

UNIT ASSESSMENT ANSWER KEY

Questions

1. In paragraph 5, the text says William the Conqueror had his soldiers build motte-and-bailey castles in the most rebellious regions of England. Why would William the Conqueror have these structures built in the most rebellious regions?

Answers may vary, but may include: castles were for protection and

William's soldiers needed protection in rebellious regions.

Use the following chart to compare and contrast motte-and-bailey castles with stone castles. Use information from the text to describe each feature of the structures.

	Motte-and-Bailey Castle	Stone Castle
2. Made from what material?	wood	stone
3. Way into the castle?	wooden steps or a ramp	drawbridge
4. Features surrounding the castle?	high wooden wall, two ditches	several outer stone walls, moat
5. Why the castle was built?	for protection, defense	for protection, defense

6

Unit 2 Assessment Guide: Unit Assessment

NAME: _____

DATE: _____

2.1
CONTINUED

Unit 2
Assessment

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

Answers may vary, but should include information about the same

feature in both types of castles

7. At the end of the selection, the text says castles became impressive homes rather than defensive structures. Why was there a change in the way in which castles were used?

- A. Castles were a base from which to launch an attack.
☒ B. Castles could no longer provide enough protection to withstand an attack.
 C. Castles were built on nobles' new land.
 D. Castles could be accessed by steps or a drawbridge.

8. In paragraph 6, the author discusses how the new style of castle could withstand fire and siege weaponry. In paragraph 7, the author discusses the change in castles providing protection to withstand an attack. What is a synonym for *withstand*?

- A. prevent
 B. cause
☒ C. survive
 D. crumble

Questions

9. What are two ways that the herb garden is important to Harry's family?

Answers may vary, but should include that the herb garden is

important to Harry's family because it is used to flavor the family's

food and to treat injuries and illness.

10. In paragraph 1, what do the following sentences mean about the power of the Lord Chancellor of England?

My father said that our pig looks a little like the Lord Chancellor. However, my father spoke in a hushed tone when he uttered those words.

- A. The Lord Chancellor is not powerful because Harry's father made fun of the Lord Chancellor by saying he looks like a pig.
 B. The Lord Chancellor is not powerful because Harry's father spoke in a hushed tone so he would not get in trouble for comparing the Lord Chancellor to a pig.
☒ C. The Lord Chancellor is powerful because Harry's father spoke in a hushed tone so he would not get in trouble for comparing the Lord Chancellor to a pig.
 D. The Lord Chancellor is powerful because Harry's father complimented the Lord Chancellor by saying he looks like a pig.

10

Unit 2 Assessment Guide: Unit Assessment

NAME: _____

DATE: _____

2.1
CONTINUED

Unit 2
Assessment

11. Fill in the following chart with information from the selection about the work Harry and his family do for Lord Percy and the chores Harry and his family do for themselves.

Work for Lord Percy	Chores for the family
planting his crops	tending crops
tending his crops	feeding livestock
taking care of livestock	gathering wood
	weaving, sewing, baking,
	learning carpentry skills
	looking after the garden

12. How are the chores Harry and his family do for Lord Percy similar to or different from the chores they do for themselves? Use information from the chart to support your answer.

Answers may vary; similarities: tending crops, taking care of

livestock; differences: gathering wood, weaving, sewing, baking,

learning carpentry skills, looking after the garden

Unit 2 Assessment Guide: Unit Assessment

11

13. In paragraph 2, Harry says that his family survived the plague and his mother said it was because of her clove tea. He then says, "Other families were not so fortunate." What does he mean that other families were not so fortunate?

- A. Other families did not have clove tea like Harry's family.
- B. Other families did not suffer from the plague either.
- C. Other families did not have a garden.
- ☒ D. Other families did not survive the plague.

12

Unit 2 Assessment Guide: Unit Assessment

NAME: _____
DATE: _____

2.1
CONTINUED

Unit 2
Assessment

14. **Writing Prompt:** Harry describes many aspects of his life. In your opinion, was Harry's life easy or difficult? Using information from the text, write a paragraph in which you provide an opinion about whether you think Harry's life was easy or difficult. Your audience includes classmates who have learned about the Middle Ages, including the feudal system. Be sure to use information from the selection to support your opinion. Write your paragraph in the space below.

Answers may vary

Reading Comprehension total _____ of 14 points

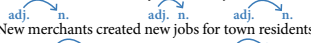
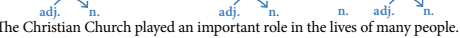
To receive a point for a two-part question (i.e., 9) students must correctly answer both parts of the question.

Unit 2 Assessment Guide: Unit Assessment

13

Grammar

Write n. above the nouns in each sentence and adj. above the adjectives in each sentence. Then, draw an arrow from each adjective to the noun it describes.

15. New merchants created new jobs for town residents.

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


Write a sentence using the verb and adverb provided.

17. verb: gathered adverb: quickly

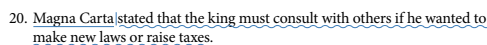
Answers may vary, but should include gathered and quickly.

18. verb: speak adverb: quietly

Answers may vary, but should include speak and quietly.

Draw a line separating the subject from the predicate in each sentence. Underline the entire subject. Draw a wiggly line under the entire predicate.

19. English soldiers faced a well-equipped Norman army.

20. Magna Carta stated that the king must consult with others if he wanted to make new laws or raise taxes.


Grammar total _____ of 6 points

14

Unit 2 Assessment Guide: Unit Assessment

NAME: _____
DATE: _____

2.1
CONTINUED

Unit 2
Assessment

Morphology

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

21. **Part A:** Which of the following words is a synonym for *uncommon*?

- ☒ A. rare
- B. similar
- C. alike
- D. usual

Part B: Which of the following words is an antonym for *uncommon*?

- A. rare
- B. similar
- C. alike
- ☒ D. usual

Write the correct word to complete the sentence.

22. The teacher gave us a(n) _____ signal to stop talking by raising her hand above her head.


23. My grandfather had a builder enlarge his kitchen. What did the builder do to the kitchen?

- A. made it smaller
- ☒ B. made it bigger
- C. made it colorful
- D. made it tighter

Unit 2 Assessment Guide: Unit Assessment

15

24. Write a sentence using the word *endangered*. Be sure the sentence demonstrates the meaning of the word.

Answers may vary, but must include the word *endangered* and
demonstrate its meaning.

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

25. **Part A:** What does the root *arch* mean?

- A. large
- B. small
- ☒ C. main
- D. minor

Part B: What does the word *archenemy* mean?

- A. large enemy
- B. small enemy
- ☒ C. main enemy
- D. minor enemy

Morphology total _____ of 5 points

To receive a point for a two-part question (i.e., 21 and 25) students must correctly answer both parts of the question.

Unit Assessment total _____ of 25 points

Acknowledgements

We are grateful to the many contributors to CKLA over the years, including:

Amplify CKLA

Amplify staff and contributors, who have worked on this edition of CKLA as well as prior editions of CKLA. This product reflects their expertise, passion, and dedication.



The Core Knowledge Foundation, which developed the first edition of CKLA over many years. This includes Core Knowledge Foundation staff as well as countless contributors, educators, and students who field-tested CKLA and provided invaluable feedback in its development.



Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

[SAMPLE CREDITS] 1.1: Core Knowledge Staff; 2.1: Core Knowledge Staff; 3.1: Core Knowledge Staff; 4.1: Core Knowledge Staff; 5.1: Core Knowledge Staff; 6.1: Core Knowledge Staff; 7.1: Core Knowledge Staff; 8.1: Core Knowledge Staff; 9.1: Core Knowledge Staff; 10.1: Core Knowledge Staff

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.