

Grade 4

Unit 2

Knights and Castles: Europe's Middle Ages

Take-Home Pages

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Grade 4

Take-Home Pages

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1.1

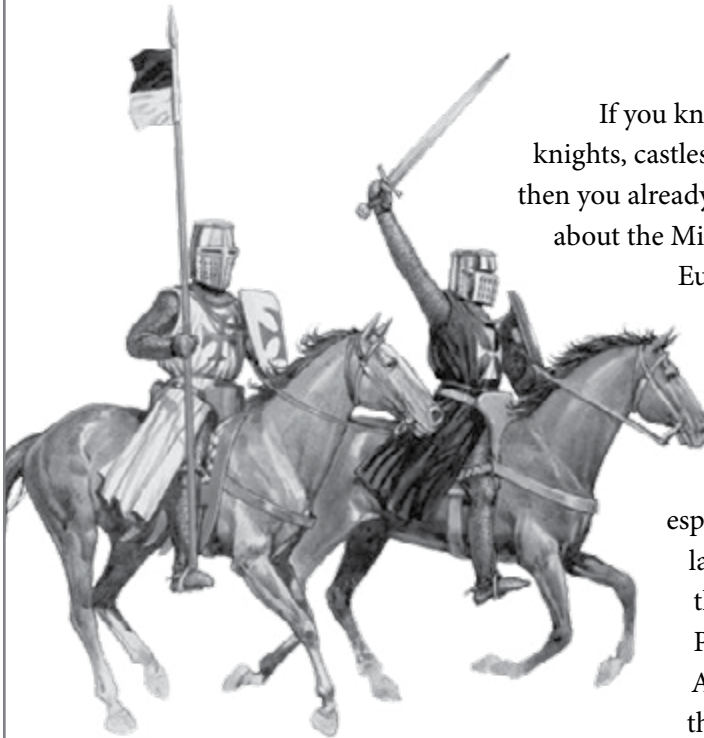
Take-Home

Chapter 1

Welcome to the Middle Ages

THE BIG QUESTION

What are some of the events that led to Europe's Middle Ages?



Medieval knights riding into battle

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

Europe. “The Middle Ages” may

seem to be an unusual name for a historical period—

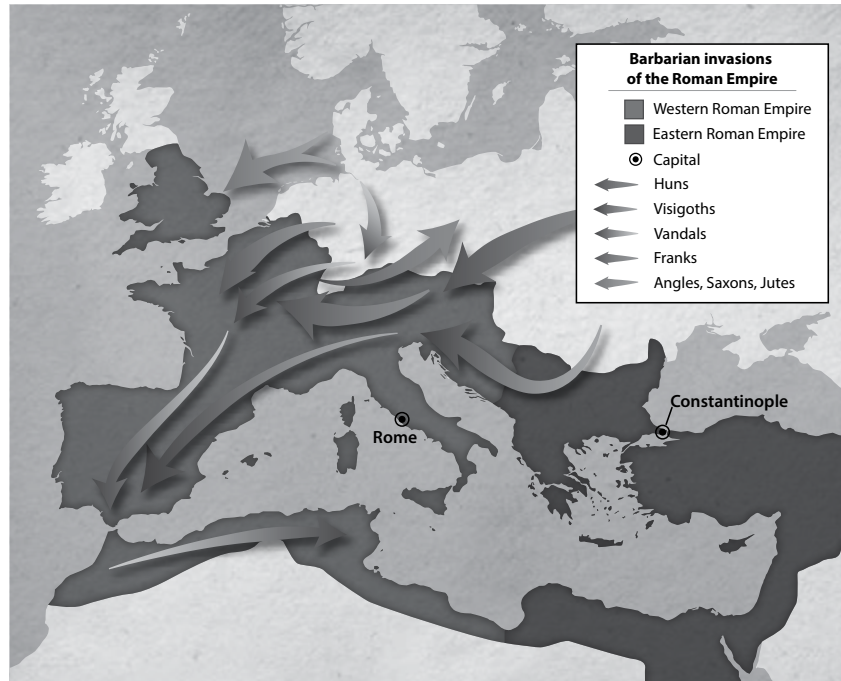
especially one that lasted for more than 1,000 years.

People in the Middle Ages did not know they were in the middle of anything.

They thought they were modern—just as you and

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

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

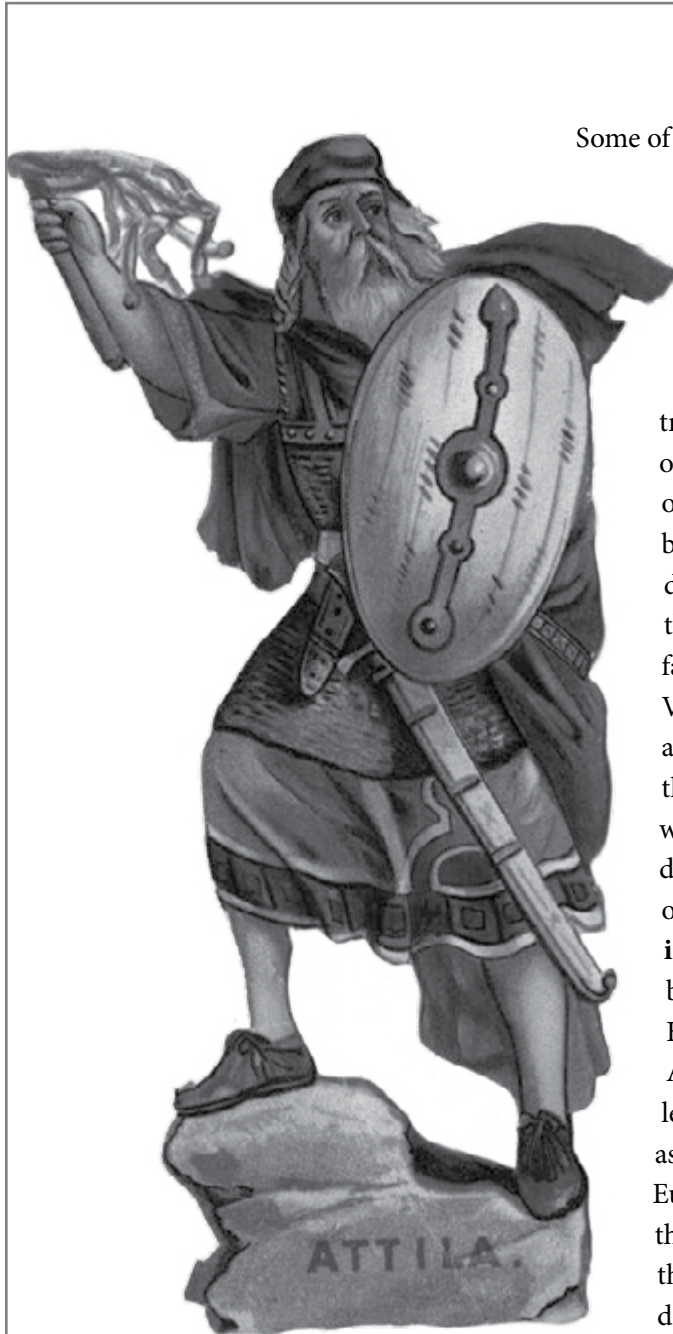


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Attila the Hun

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

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

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

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



Pope Leo III crowned Charlemagne Roman Emperor in 800 CE.

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

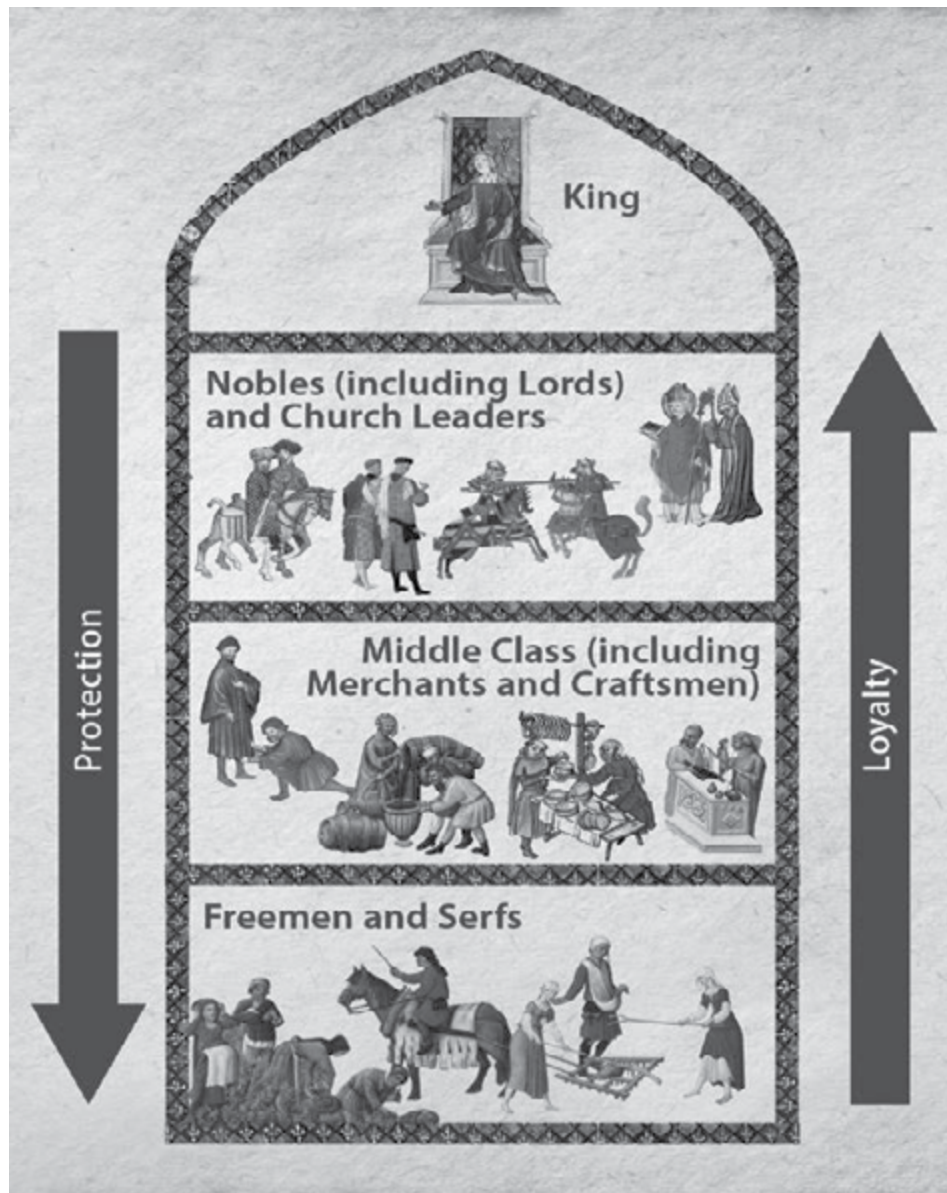
Life in the Middle Ages was not the same as it is now. For one thing, people who lived back then probably thought about time differently. Many people measured time by the rising and setting of the sun and the passing of the seasons. For this reason, life likely had a slower, steadier pace. People undertook impressive, long-term projects such as building magnificent cathedrals that took centuries to complete.



Cologne Cathedral took 632 years to complete.

Language and location helped shape people's lives, too. Because travel was so difficult, many people didn't do it. Generally, only rich, educated people in Europe traveled. Almost everyone else stayed close to home.

Although Latin was the language of both the Church and government, only select members of society could understand that language. Most people lived an isolated existence. They did not travel far from home. As a result, most people communicated using the language, or **dialect**, spoken in the place of their birth. As strange as it may seem to us, in certain parts of Europe villagers from places just 30 miles apart could not easily understand each other. For this reason, most people during the Middle Ages were concerned with the affairs of their village, what they owed the local **lord** in the way of payment, and how to ensure their place in heaven.



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

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



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



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

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

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

Page(s) _____

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

Page(s) _____

3. What was the Black Death and how did it start?

Page(s) _____

Glossary for *Medieval Knights and Castle Life: Europe's Middle Ages*

A

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

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

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

anchored, adj. strongly connected

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

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

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

aspiring, adj. hoping to be or become something

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

B

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

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

C

chance, n. luck

coarse, adj. rough (**n. coarseness; adj. coarsest**)

coat of mail, n. armor, chainmail

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

consult, v. to ask someone for advice or information

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

D

destined, adj. certain to become something or do something

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

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

devout, adj. extremely religious

dialect, n. a form of a language spoken in a particular area, including unique words and pronunciations (**dialects**)

dirk, n. a long knife

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

E

emblem, n. an image representing something

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

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

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

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

esteemed, *adj.* highly regarded; admired

exquisite, *adj.* extremely beautiful

F

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

foe, *n.* enemy

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

H

hostelry, *n.* inn or hotel

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

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

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

I

indeed, *adv.* without any question

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

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

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

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

L

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

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

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

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

M

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

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

melody, *n.* song

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

mercilessly, *adv.* done with cruelty or harshness

mighty, *adj.* having great size or strength

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

N

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

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

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

P

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

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

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

pestilence, *n.* a deadly disease

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

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

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Take-Home

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

R

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

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

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

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

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

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

rival, adj. competing

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

S

sacred, adj. holy; deserving of special respect

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

seize, v. to take

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

shire, n. county

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

simplicity, n. the state of being uncomplicated and easy

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

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

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

summon, v. to call or send for someone

T

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

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

thrive, v. to grow and succeed

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

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

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

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

U

unravel, v. to come undone or fall apart

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

V

valiant, adj. brave

W

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

If You Were a Boy Serf

Read the following excerpt from “To the Manor Born” aloud to a family member and complete the activity that follows.

From an early age, you work a full day. You wake up just before sunrise and go to sleep when it is dark. For breakfast, you have rye bread and water, or perhaps watery ale. Even before the sun is fully risen, and regardless of the weather, you begin your work on the land. In springtime, you are busy plowing and planting seeds. You help the sheep and cows deliver baby lambs and calves. At midday, you walk home for a simple meal of rye bread and maybe a small piece of cheese. After lunch, you return to work, cutting logs for the lord’s fire.

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

Autumn, the time to harvest crops, is perhaps the busiest time of all. You help your mother and sisters pick fruits and berries, which they preserve and store for the winter. Using a simple tool called a **scythe**, you harvest grain crops such as wheat, oats, rye, and barley. You help store the grain. A good harvest makes everyone, especially the lord, very happy. It means there is food to eat during the winter months. A good harvest is a time of celebration for all.

Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not. At times, your parents find it difficult to make ends meet. Even if ice and snow lay upon the frozen earth, you still have jobs to do. You have to feed and care for the livestock. You repair fences and barns. All the while, you continue to work on your family’s strips of land. Each evening as the sun is setting, you return home quite exhausted. You end your day with a meal called pottage that your mother or sisters have prepared. Pottage is a vegetable stew with grain and a tiny piece of meat or fish in it. After a good night’s sleep, you will wake up and do it all again!

Write one sentence for each of the four images to describe what the serf might be doing in each image. Refer to the text, “If You Were a Boy Serf,” to find evidence to support your response. Incorporate vocabulary words from the text when possible and use complete sentences.









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4.1

Take-Home

Practice Nouns and Adjectives

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

n.

adj.

n.

adj.

n.

Example: Soldiers wore padded coats and carried sharp daggers.

1. A lance is a long, wooden pole with a metal tip.
2. The best knight at a joust won an expensive diamond.
3. Little farms covered the royal land.
4. Castles were safe places to store food and weapons.
5. Traveling entertainers performed in the castle.

Create a sentence using the given adjective/noun pair.

1. brave knights

2. wealthy lords

3. gloomy castle

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4.2

Take-Home

Practice Using Prefix *un-*

Write the best word to complete each sentence.

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

_____.
(unfamiliar, familiar, unnecessary, necessary)

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

3. My teacher's directions were confusing and _____
to me, so I asked him to explain the directions in a different way.
(unused, used, unclear, clear)

4. I started planning my birthday party months ago and put a lot of
effort into choosing activities for it because my birthday is very
_____ to me.
(unimportant, important, unkind, kind)

5. I have to go to my older sister's basketball game after school, so I am
_____ to hang out with you today.
(unused, used, unable, able)

6. It is _____ that my family eats dessert
before dinner!
(uncommon, common, unhappy, happy)

For each word, write a sentence using the word.

1. unfamiliar

2. unhappy

3. uncommon

4. common

Chapter 3

Gloomy Castles and Jousting Knights

THE BIG QUESTION

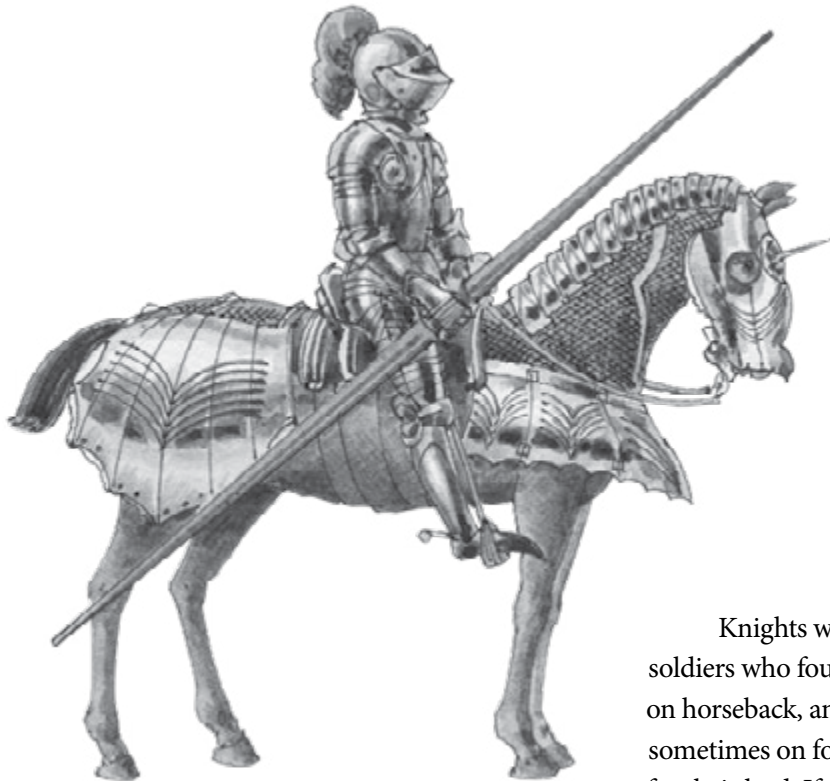
Why was there a need for knights and castles during Europe's Middle Ages?

Whether rich or poor, young men in Europe 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



Knight in suit of armor riding armored horse

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

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

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

Cold, Dark, and Gloomy

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



Modern reconstruction of wooden castle



Stone castle in France

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

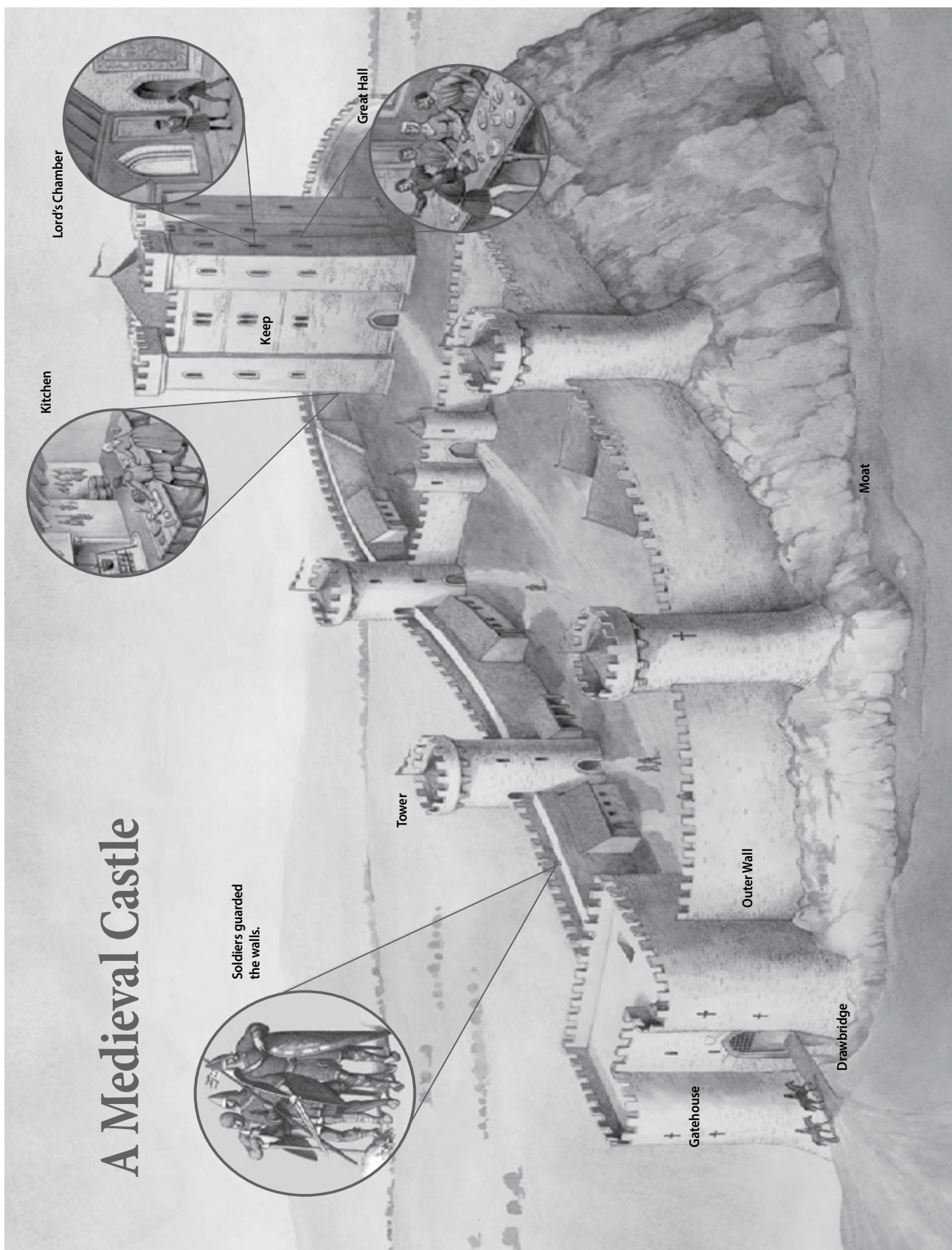
Sometimes there was a drawbridge that could be raised or lowered. Over time, castles became more elaborate with interior courtyards, living quarters for soldiers, and stables.

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



Castle in England with moat

A Medieval Castle



Chapter 4

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

THE BIG QUESTION

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

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

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



Metalworker's stall in medieval market

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



Streets in medieval towns were often crowded and muddy.

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5.1
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Take-Home

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



Peasants farming in the countryside

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

part of the middle class.

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

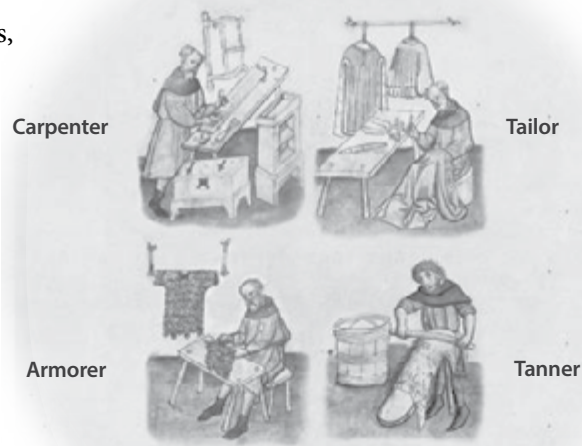


Merchants and artisans sold goods in town markets.

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

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

Medieval Craftsmen



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



Town scene in medieval manuscript

NAME: _____

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CONTINUED

Take-Home



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

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

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



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

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



Rats spread disease in towns.

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

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

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



Fires spread quickly in medieval towns.

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

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Take-Home

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

Answer the following questions in complete sentences.

1. What were two positive things about life in a town in the Middle Ages?

Page(s) _____

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

Page(s) _____

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6.1

Take-Home

Spelling Words

The following is a list of spelling words. These are content words related to the Medieval Knights and Castle Life: Europe's Middle Ages Reader.

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

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

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

1. acquire
2. establish
3. fatal
4. promote
5. retreat
6. seize
7. surrender

8. thrive

9. transform

10. unravel

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

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

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6.2

Take-Home

Practice Spelling Words

There were positive and negative things that happened during the Middle Ages. Using the word meanings provided with your spelling list, sort the spelling words into categories in the following chart. If the word relates to something positive, write it in the “Positive” column. If the word relates to something negative, write it in the “Negative” column.

transform	retreat	seize	fatal	thrive
surrender	promote	acquire	establish	unravel

Positive	Negative

List the spelling words in alphabetical order.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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6.3

Take-Home

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

Read this paragraph from “Merchants, Markets, and Mud: Towns in the Middle Ages.” Four verbs are underlined in these paragraphs. Write an adverb for each of these four verbs on the line provided. Draw an arrow to the verb each adverb describes.

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

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

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

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

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

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

Excerpt from “Gloomy Castles and Jousting Knights”

If You Were a Knight



Young boy training to be a knight

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

Although you still work as 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.

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.

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



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

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

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



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

If You Were an Apprentice Craftsman

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



Apprentice blacksmith assisting his master



A journeyman blacksmith continued to work for his master.

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

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

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



A master blacksmith might open his own shop.

Excerpt from “The Power of the Church”

If You Were a Monk

Young boys are often given to a monastery. Even a serf can become a monk. Therefore, if you are not **destined** to become a craftsman or a merchant, then becoming a monk is a good option.

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

Your training will take many years. When you start your training, you are called a novice, another word for *beginner*. You begin by learning to read and write. You study texts from the Bible, pray, and learn to farm or to **acquire** a certain skill. If, at the end of your training, you are certain you want to join the Church, you

take part in a special ceremony. In this ceremony, you vow, or promise, to dedicate your life to God. You also vow not to marry, and to live a **humble** and obedient life. Then, the top of your head is shaved, identifying you as a monk.



Novice



Novice working in the monastery garden



Novice taking his vows



Monks chanting hymns

As a monk, you spend a large part of your day in worship and prayer. However, you also spend time working on the land or in the monastery itself. You might wash clothes, cook, or tend to the vegetable garden. You might learn to make honey, wine, or beer. Or, you might learn how to make shoes or furniture. If you have a beautiful singing voice, you might participate in the performance of Gregorian

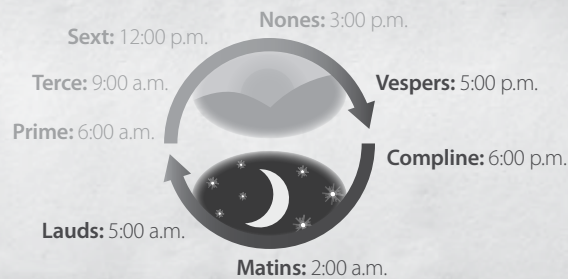
chants. Gregorian chants are a form of **sacred**

vocal music, or musical speech, based on hymns or passages from the Bible. Monks perform these chants on certain holy days. As a gifted artist, you might work in the scriptorium copying the work of classical writers or producing new books. For many like you, the life of a monk provides a degree of security and protection from some of the challenges of medieval life.



Monk working in the scriptorium

A Monk's Daily Prayer Schedule



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

Women in the Middle Ages

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

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

lived during the 1100s and was the daughter of King Henry I of England. She was involved in leading an army against an English king. She escaped capture and went to France. She was also the mother of King Henry II of England.



Abbess Hildegard of Bingen



Empress Matilda, daughter of Henry I of England

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

or buried, or where miracles were believed to have happened. Many Christians hoped to go on at least one journey, or pilgrimage, to visit one of these shrines in their lifetime. For many, going on a pilgrimage meant walking or riding long distances, and eating and sleeping in roadside taverns or religious houses. Many men and women made the journey to fulfill a vow to God, to seek a cure for a disease, or just to travel abroad.



Medieval pilgrims

Monks were men who chose to live apart from society and to **devote** their lives to the Church. They spent their lives in monasteries, working on the land, studying, and praying. Monks were often the most educated people in Europe, especially in the

early part of the Middle Ages. A monastery was a building, or collection of buildings, that housed monks. Monasteries were usually contained within high walls that provided a certain amount of protection.

Women also joined the Church. Women who devoted their lives to the Church were called nuns. Nuns lived in convents, or nunneries.

Nuns received many of the same benefits as monks. They were educated and were taught crafts and other skills. A nun who was elected by



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

other nuns to be the head of a community of nuns was called the abbess. An abbess could have significant power, particularly if she also had noble or royal lineage. Abbesses sometimes had considerable control over the surrounding community. An abbess might act as a landlord, tax collector, and manager.

As the Church grew in power and influence, it became very wealthy. The Church raised taxes and it owned land. People who held powerful positions within the Church often came from wealthy noble families. They gave large amounts of money to the Church. The Church also influenced political decisions and supported or opposed kings.



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

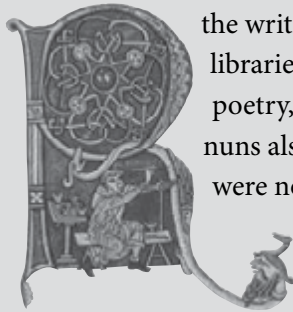


Interior of the Duomo, or Cathedral, of Pisa, Italy, begun in the 1000s

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

There was a troubling side to this deeply religious period in history. Some people expressed ideas with which the pope and other Church leaders disagreed. Church leaders called these contradictory opinions heresy, and the people who held them were called heretics. Heretics were treated cruelly.

Precious Books



Illuminated manuscripts were works of art.

During the Middle Ages, monks and nuns studied the writings of ancient Greeks and Romans. Their libraries contained books about religion, science, poetry, mathematics, and history. Monks and nuns also copied ancient writings by hand. There were no machines or printers that made books.

By copying these texts, monks and nuns helped to preserve, or save, ancient knowledge that would otherwise have been lost.

In the late Middle Ages, the higher social classes who could read, and even write, owned their own prayer books, such as the *Book of Hours*. These prayer books were read at different times of the day. In addition to prayers, the books included biblical texts, calendars, hymns, and painted pictures.

Many of the books produced by monks and nuns contained **exquisite** art and design features. After the Middle Ages, as a result of Johannes Gutenberg's invention of the printing press around 1450 CE, more affordable books were produced. These printed books began to replace the beautiful handmade books and made these original manuscripts even more rare.



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

Excerpt from “The Power of the Church”

Chapter 5

The Power of the Church

THE BIG QUESTION

What practices in the Middle Ages show the influence and power of the Church?

*It is 6:00 a.m. The church bells are ringing to welcome the day and to **summon** you to church. The early morning sunlight illuminates the stained-glass windows. Sometimes, at daybreak, you attend a church service before starting work. You pray often and your life is **anchored** to the Church.*



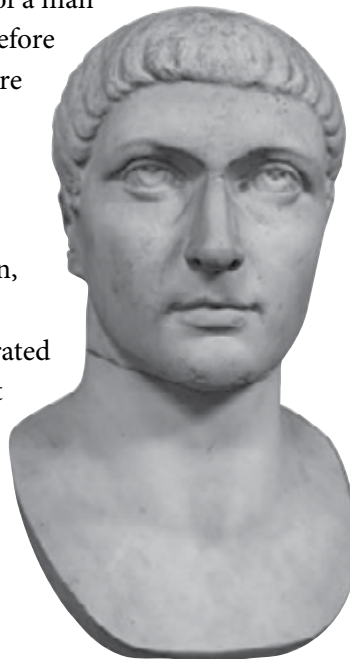
Stained-glass windows in La Sainte-Chapelle in Paris, France, built in the 1200s

It may be impossible for us to understand just how important the Christian Church was to most Europeans in the Middle Ages. Not only did the local lords have great influence over people's lives, but the Church did, too. The power of the Church had grown gradually over a long period of time.

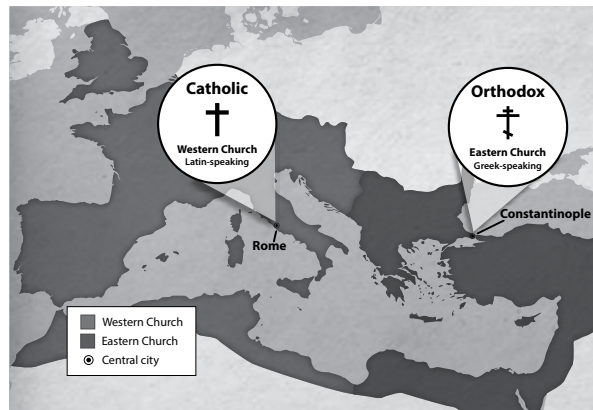
Christianity is based on the teachings of a man named Jesus who lived hundreds of years before the Middle Ages began. Jesus's followers were known as Christians.

In the first 300 years after Jesus's life, Christianity grew slowly. In fact, in the early years of the ancient Roman civilization, Romans were not permitted to practice the Christian faith. Later, Christianity was tolerated as one religion among several. Eventually, it became the official religion of the Roman Empire. Christianity spread throughout the Empire. As it spread, the power and influence of the Church in Rome grew. The pope was the leader of the western Church.

As time went on, during the Middle Ages, conflicts developed between the eastern followers of the Church, who spoke Greek, and the western followers, who spoke Latin. Finally, in 1054 CE, the two sides split over differing beliefs. The eastern Church was called Orthodox. Members of the Orthodox Church thought their beliefs were orthodox, or correct. The western Church, based in Rome, was called Catholic. Members of the Catholic Church thought their beliefs were catholic, or universal. The two Christian Churches that emerged during the Middle Ages still exist today.



Under the Roman emperor Constantine the Great, Christianity was accepted as one of several religions in the Roman Empire.



The Christian Church split apart

In western Europe, almost every village and town had a church. Most people attended church on Sunday. In addition, certain days were considered holy days to mark important events in the life of Jesus

and his followers. People did not work on these days, but instead went to church. Some holy days were feast days and other holy days were days of **fasting**. Christmas, an important Christian holiday, was a time of feasting, or celebration. The 40 days before Easter, another Christian holiday, were a time of fasting called Lent.

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



Chartres Cathedral

Holy shrines dedicated to people who played an important role in the history of Christianity were scattered across western Europe. These shrines were usually places where religious figures had been killed

or buried, or where miracles were believed to have happened. Many Christians hoped to go on at least one journey, or pilgrimage, to visit one of these shrines in their lifetime. For many, going on a pilgrimage meant walking or riding long distances, and eating and sleeping in roadside taverns or religious houses. Many men and women made the journey to fulfill a vow to God, to seek a cure for a disease, or just to travel abroad.



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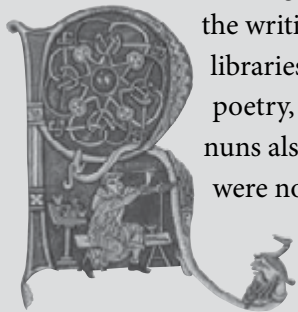


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Page from *Book of Hours* created in the early 1400s for John, Duke of Berry (France)

DATE: _____

Take-Home

Answer the following question in complete sentences.

- [illegible]

Unit 2 Take-Home Pages

Excerpt from “The Power of the Church”

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Novice working in the monastery garden



Novice

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Novice taking his vows



Monks chanting hymns

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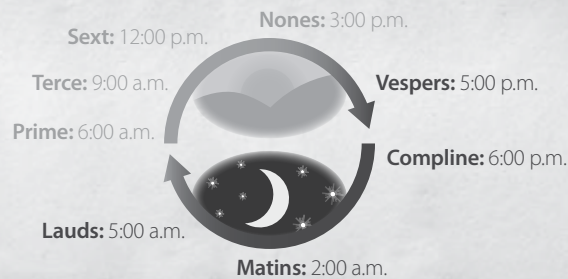
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Monk working in the scriptorium

A Monk's Daily Prayer Schedule



Chapter 6

1066: The Battle that Changed History

THE BIG QUESTION

How did the Battle of Hastings change history?

It is October 14, in the year 1066 CE, near the small coastal town of Hastings, England. At the top of a rolling hill known as Senlac Hill, thousands of foot soldiers stood in a line. At around 9:00 a.m. on this autumn day hundreds of years ago, English soldiers prepared to battle an invading army. What happened next changed the course of English history.

The English soldiers formed a shield wall at the top of Senlac Hill.

The English soldiers, led by their king, Harold, stood at least 7,000 strong. However, these brave



and loyal soldiers had recently marched about 200 miles. They came from the north of England where they had already fought an invading force. Though victorious, these soldiers were tired.

As they stood on the hill, the English soldiers could see that they faced a large, well-equipped Norman army.

The Normans, who came from a region of France, had approximately 10,000 men. They had thousands of skilled archers. They also had thousands of foot soldiers and knights who fought on horseback. The English, however, had mostly foot soldiers armed with simple weapons, such as bows and arrows, axes, spears, swords, and daggers.

Nevertheless, the English line was strong. What they lacked in energy, they made up for in **determination**. They stood with their shields raised, creating a strong shield wall. From their position on top of Senlac Hill, they made it almost impossible for the Norman archers to **penetrate** this wall.



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



The Normans needed to change their **tactics**. William, Duke of Normandy and leader of the invading army, sent his knights charging up the hill. The English responded with arrows, spears, and even stones. They forced the Norman knights to **retreat**.



Bayeux Tapestry section showing English foot soldiers and mounted Normans

The English soldiers once again defended their position. Still unable to break the wall, the Norman knights retreated. Seeing this, some English soldiers broke the wall and **pursued** the fleeing knights. This proved to be a fatal mistake. The English shield wall now had gaps in it.

Throughout the day, Norman attacks and retreats **drew** the English soldiers out of their positions. As more and more English soldiers left their positions on Senlac Hill, they encountered Norman knights on horseback. The knights surrounded them. Then King Harold was killed. Although the English soldiers fought bravely, the



Death of King Harold

Norman knights charged up the hill. Without a strong defensive line, the Norman knights were able to overwhelm the English soldiers. What was ultimately an eight-hour bloody battle ended with a Norman victory.

Although victorious, William could not yet pronounce himself king. He and his soldiers began to march to the capital city of London. They chose to follow the old Roman road to London. Along the way, William met little **resistance** until he reached the capital.



William meeting with his nobles

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

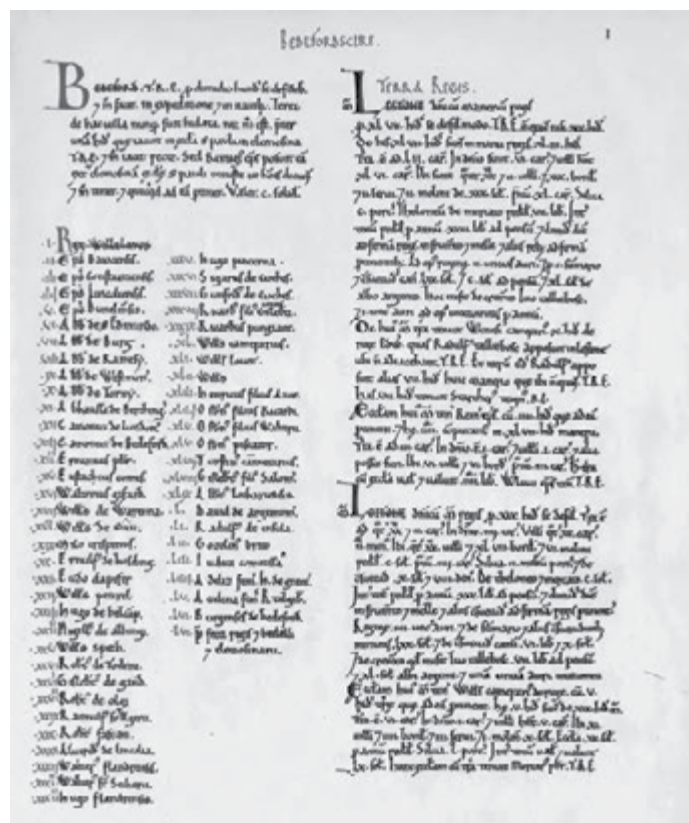
On Christmas Day in Westminster Abbey, in the year 1066 CE, the Norman duke was crowned King William I of England. From that moment on, he became known as William the Conqueror.

Why did the Battle of Hastings take place? It took place because Harold and William each believed he was the true king of England. There could be only one victor, and, in the end, it was William.



William as king

About 20 years after the Battle of Hastings, William decided that he wanted to know how rich England was. He wanted to know how much money people had in order to determine what taxes he could collect. William ordered officials from different counties to ride out across the land to find out. Although these men did not visit every location, or record every piece of property, they did collect a lot of information. They sent the information to the king's clerks who recorded it in two books. These books later became known as *Great Domesday* and *Little Domesday*. Today we simply refer to these books as the *Domesday Book*.



Page from the Domesday Book

1066: The Battle that Changed History

Answer the following questions in complete sentences.

1. Why did the Battle of Hastings take place?

Page(s) _____

2. Who won the Battle of Hastings in 1066?

Page(s) _____

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

Page(s) _____

NAME: _____

DATE: _____

11.1

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 15, 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. enclose | 9. nonverbal |
| 2. entrust | 10. unable |
| 3. enjoy | 11. unlikely |
| 4. ensure | 12. unrest |
| 5. nonfiction | 13. unsettle |
| 6. nonissue | 14. unsuccessful |
| 7. nonsense | 15. unusual |
| 8. nonstop | |

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
enclose	to surround; close in
entrust	to put your belief in someone to do something
enjoy	to like
ensure	to make certain or safe
nonfiction	text that is about facts and true information; informational text
nonissue	a point that is not important
nonsense	something confusing or silly
nonstop	not ending
nonverbal	not using spoken words
unable	not having the power or knowledge to do something
unlikely	a good chance something will not happen
unrest	a situation that is not settled or calm
unsettle	to make someone nervous, worried, or upset
unsuccessful	not growing or reaching a goal
unusual	not what you expect

NAME: _____

DATE: _____

11.2

Take-Home

Practice Spelling Words

Sort the spelling words into categories based on the prefix in each word.

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

<i>en-</i>	<i>non-</i>	<i>un-</i>

List the spelling words in alphabetical order.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Excerpt from “Henry II and Law and Order”

Chapter 7

Henry II and Law and Order

THE BIG QUESTION

Why was King Henry II such an important English king?

The great conqueror is dead. He died 21 years after his incredible victory at the Battle of Hastings. William I had ruled England with an iron fist. He punished anyone who refused to be loyal to him. To defend his newly acquired kingdom, he built great castles. He kept a close eye on finances. After his death, England experienced a period of turmoil and unrest. As a result, power-hungry nobles fought each other, and some even challenged the ruling kings.



White Tower within the Tower of London, built by William the Conqueror

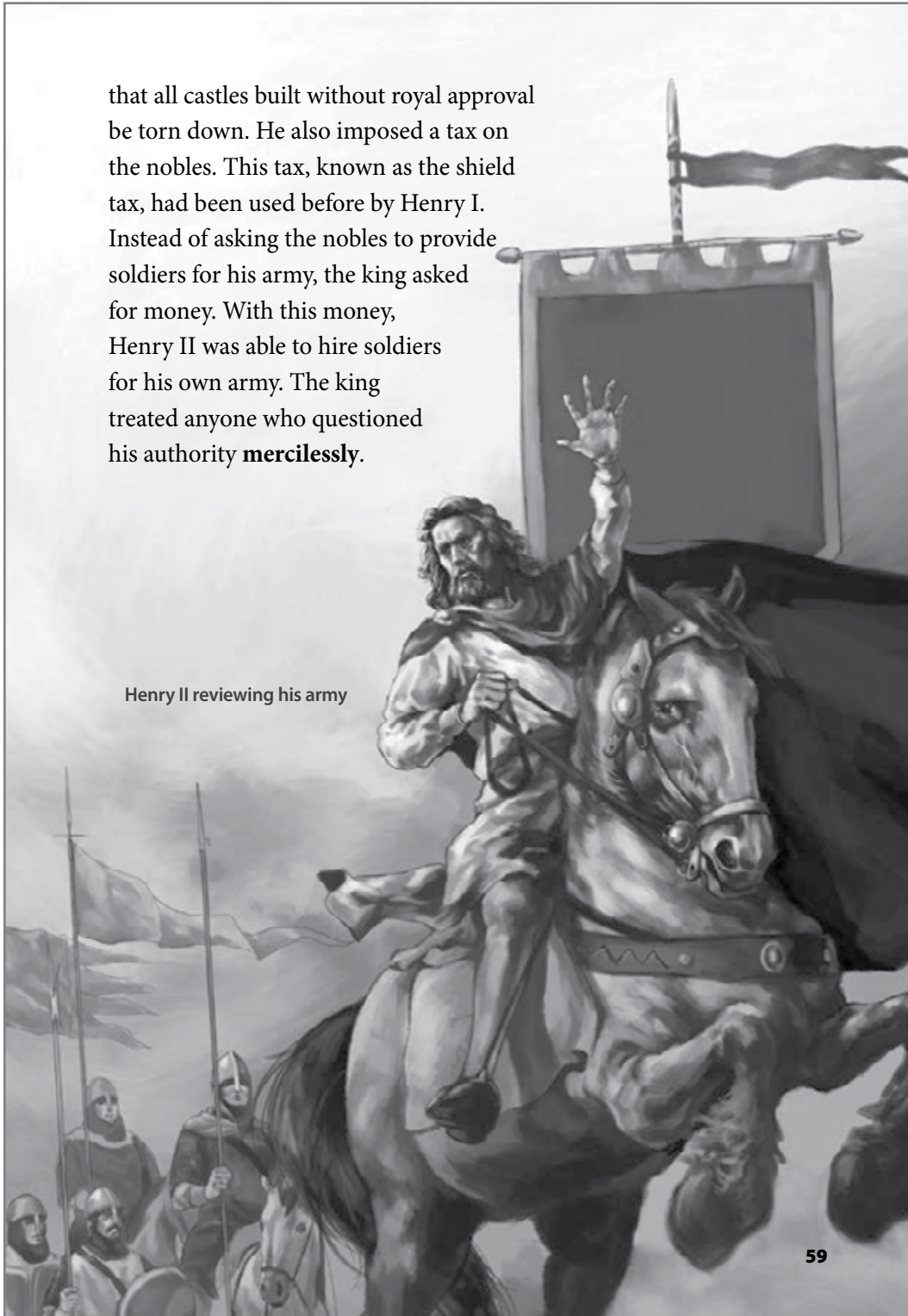


Henry II holding model of the abbey church he founded

Finally, in 1154 CE, 67 years after William's death, his great-grandson, Henry II, became king. Just like his great-grandfather, Henry II became the Duke of Normandy. Bright and determined, he made major reforms in justice, finance, and the armed forces. The first thing he did was to challenge the nobles who had been fighting among themselves for years. By this time, many nobles had acquired great wealth. They built castles for themselves. They formed their own armies, led by knights. Henry II ordered

that all castles built without royal approval be torn down. He also imposed a tax on the nobles. This tax, known as the shield tax, had been used before by Henry I. Instead of asking the nobles to provide soldiers for his army, the king asked for money. With this money, Henry II was able to hire soldiers for his own army. The king treated anyone who questioned his authority **mercilessly**.

Henry II reviewing his army

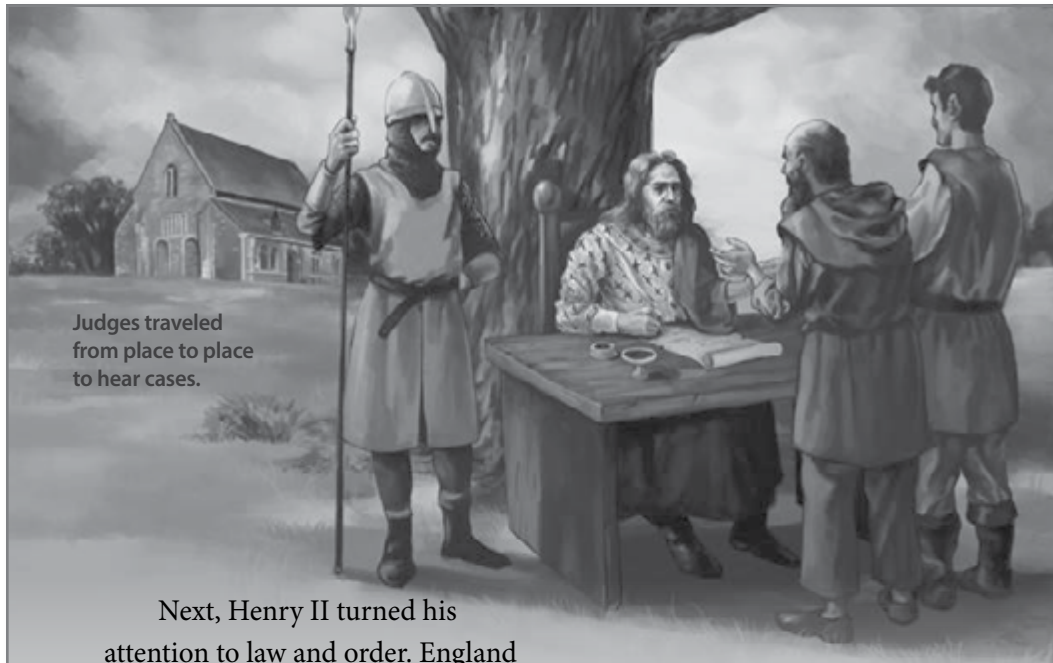


NAME: _____

DATE: _____

11.3
CONTINUED

Take-Home



Judges traveled
from place to place
to hear cases.

Next, Henry II turned his attention to law and order. England had different courts assigned to deal with various crimes. For example, local lords held manor courts to deal with local affairs. There were also Church courts. The king's court took care of serious crimes such as murder and **treason**.

In the Middle Ages, there was a method of proof called trial by ordeal. This meant that the accused might be asked to prove his innocence by going through a certain ordeal. For example, the accused might have to pick up a piece of red-hot metal, be tossed into a pond, or fight an opponent. People believed that if the accused survived the ordeal, it was a sign from God that he was **innocent**.

Henry II set up a fairer legal system. He created a circuit court system. This meant that royal justices or judges went out into the countryside to hear cases. Their decisions helped decide future cases and ultimately became the basis of common law, or the law of the land. By the time he died in 1189 CE, Henry II had done a lot to **restore** the power and authority of the English monarchy.

60

Murder in the Cathedral



Thomas Becket, Archbishop of Canterbury

In the beginning of his **reign**, Henry II **appointed** a man he trusted named Thomas Becket to be his chief advisor. As well as controlling the nobles, Henry also wanted to limit the power of the Church in England. To help him do this, he appointed Thomas to the position of archbishop of Canterbury. This meant that Thomas had become the most powerful Church leader in all of England. Henry was confident that his friend would support his decisions regarding the Church.

But things did not work out that way. Thomas took his new job very seriously. When Henry wanted to reduce the power of the Church courts, Thomas disagreed with him. Furious, Henry thought about having his friend arrested. However, before this could happen, Thomas escaped to

France. The pope supported Thomas and threatened to excommunicate, or remove, Henry from the Church. In the Middle Ages, excommunication was a terrifying prospect. Many Christians believed that if they were not part of the Church, they would not go to heaven.



Henry II and Becket arguing

Eventually, Henry and Thomas reached an agreement and Thomas was allowed to return to England. Henry and Thomas's relationship did not improve, though. They continued to argue over Church matters. Henry became so frustrated that during a royal dinner, with many nobles in attendance, he is said to have uttered the words, "Will no one rid me of this troublesome priest?"



Knights murdering Becket in Canterbury Cathedral

Was Henry just **sulking**, or was he encouraging the **assassination** of Thomas? We will never know for sure. Four knights who heard these words murdered the archbishop while he was kneeling in prayer



Canterbury Cathedral

in Canterbury Cathedral. These knights may not have set out to kill the archbishop. The reasons behind the murder of Thomas Becket are still a mystery.

Three years after Thomas's death, the pope declared him to be a saint. Thomas Becket's tomb in Canterbury Cathedral became a holy shrine that many **pilgrims** visited during the Middle Ages. It is said that Henry never forgave himself for the death of his friend.

A Most Extraordinary Queen

In 1153 CE, Henry II married a woman named Eleanor of Aquitaine. Eleanor came from a noble family who controlled Aquitaine, one of the richest regions of France. She had been married previously to the king of France. Henry and Eleanor had eight children. In 1173 CE, two of their sons plotted against Henry.



Eleanor with her sons, Richard and John



Eleanor of Aquitaine's seal

Henry believed Eleanor had been involved in the plot to overthrow him, so he had her placed under house arrest. When Henry died in 1189 CE, Eleanor was released by her oldest son, Richard I. Richard was crowned king after the death of his father, Henry II. Eleanor helped to govern England during the years King Richard was away fighting in the wars known as the Crusades. Because he was so brave, Richard earned the name *Lion-Hearted*. Eleanor of Aquitaine is thought to have been one of the more influential women of her time.

Chapter 8

The Wayward King:

King John and the Magna Carta

THE BIG QUESTION

Why is Magna Carta such an important document?



Richard I

King Richard I died in 1199 CE. Although he had spent very little time in England, people there still mourned the death of Richard the Lion-Hearted. Many Englishmen had taken up arms and followed this royal crusader to the Middle East. Many fought alongside him in battle. Without children to **succeed** him, Richard's youngest brother John became the next king.

King John was not as popular as his brother. For one thing, he failed to hold on to some of England's lands in France. Less than five years after John became king, the king of France attacked the regions of Normandy and Anjou. These were King John's **ancestral** lands. John attempted to defend these lands, but without his nobles' support, he was unsuccessful.



King John lost the lands in orange.



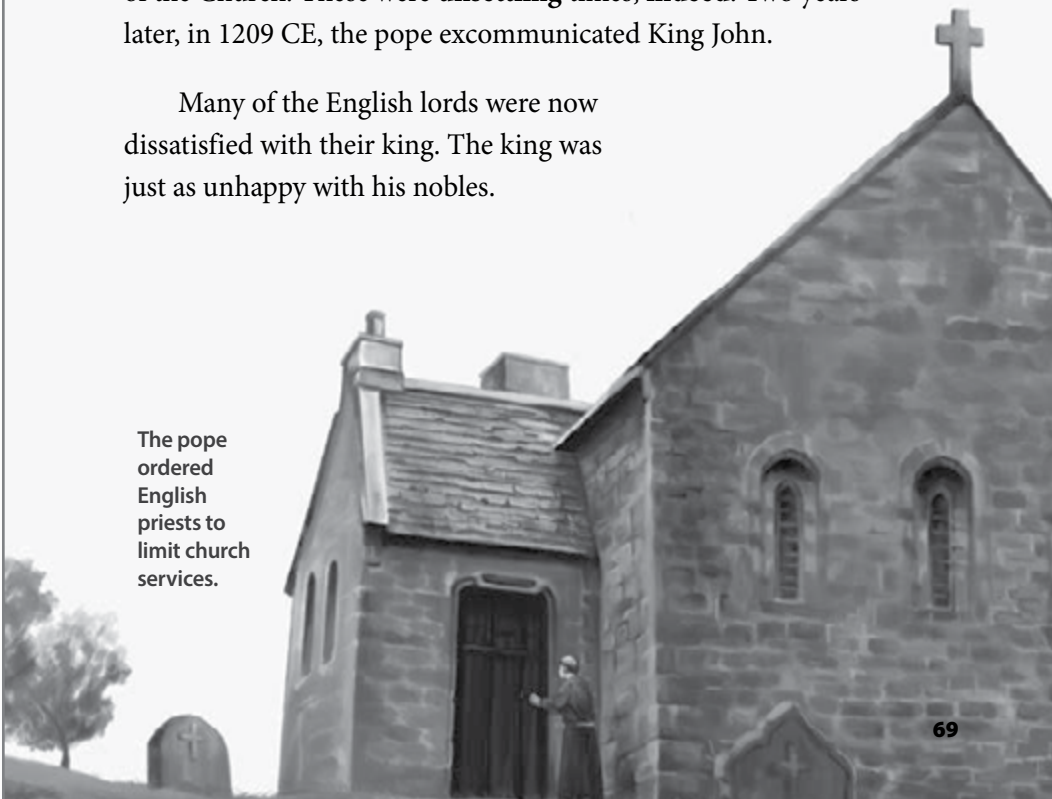
King John holding model
of the abbey church
he founded

Wars cost money and someone had to pay for them. To do this, King John raised taxes. He taxed nobles and wealthy merchants, and he placed taxes on cities. He also made it more difficult for people to hunt in the royal forests. Dissatisfaction with King John grew among the ruling class.

Then, King John claimed Church property and disagreed with the pope's choice of who should become the archbishop of Canterbury. Now he had yet another enemy. In fact, the pope was so angry with King John that he instructed the priests in England to limit church services. Most people were prevented from participating in the daily and weekly rituals of the Church. These were **unsettling** times, **indeed**. Two years later, in 1209 CE, the pope excommunicated King John.

Many of the English lords were now dissatisfied with their king. The king was just as unhappy with his nobles.

The pope
ordered
English
priests to
limit church
services.



NAME: _____

DATE: _____

13.1

CONTINUED

Take-Home

As a result of the feudal system, nobles had a huge amount of power. King John wanted to lessen their power and claim some of their land. The nobles wanted to limit the king's authority. A major conflict seemed **inevitable**.

Eventually, King John agreed to the pope's candidate for archbishop of Canterbury. But by this time, some of the more powerful nobles had already decided to act against him. In 1215 CE, following another English military defeat in France and additional taxes, these nobles rebelled and turned against King John. They captured London. For a short time, there was a military stand-off between the rebellious nobles and King John.

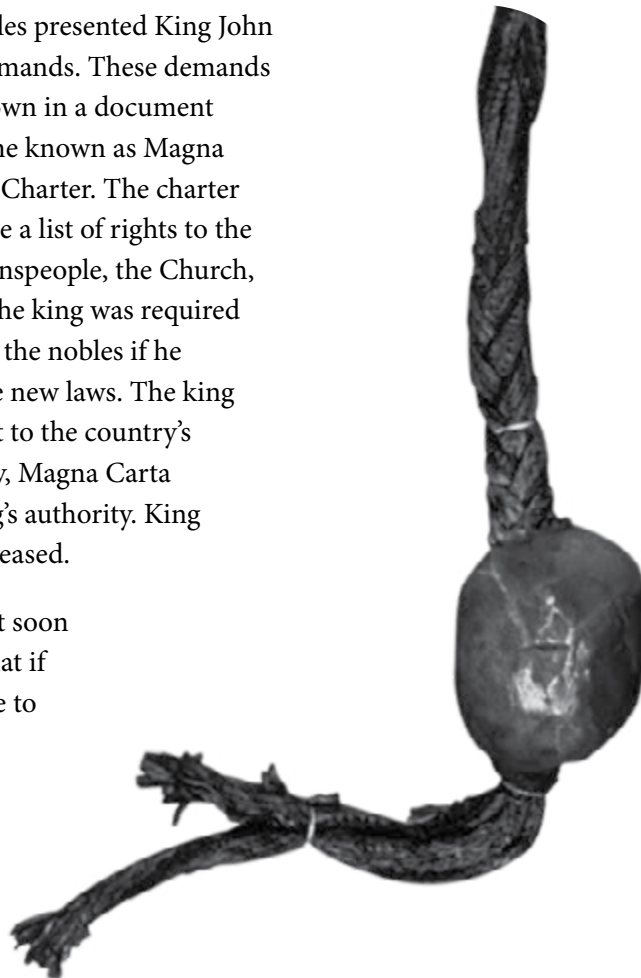


An important group of English nobles rebelled against John in 1215 CE.

In the summer of 1215 CE, both sides agreed to talk about their differences. After much debate, the nobles presented King John with a list of demands. These demands were written down in a document that later became known as Magna Carta, or Great Charter. The charter would guarantee a list of rights to the barons, the townspeople, the Church, and freemen. The king was required to **consult** with the nobles if he wanted to make new laws. The king was also subject to the country's laws. Essentially, Magna Carta limited the king's authority. King John was not pleased.

However, it soon became clear that if he did not agree to the charter, his nobles would continue to rebel. In June 1215 CE, an official seal was placed on Magna Carta. Copies

of Magna Carta were sent out to different parts of the kingdom. Magna Carta was an important written statement that limited the power of English kings.



An official seal was placed on Magna Carta.

Magna Carta

Magna Carta really only benefited some members of society: feudal lords, the Church, the merchant class, and, in a general way, all freemen. Still, the document stated that the king must consult with others if he wanted to make new laws or raise taxes, and that courts must recognize the rule of law. In this respect, it is considered to be one of the most important documents in English history. Many of the ideas in this document have been included in the constitutions—or governing documents—of modern democracies.

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

Within 50 years of King John's death, England would have a new governing body, or parliament. This parliament included the king, the lords, the knights, and the townspeople in England, providing more people a say in the government and laws.



Marble coffin lid of King John

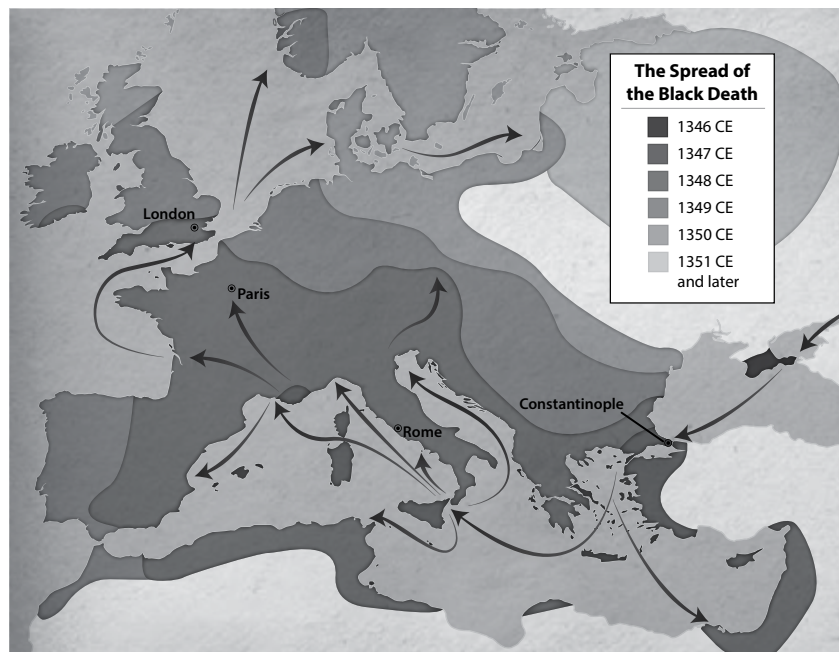


Copy of Magna Carta from 1225 CE

Excerpt from “A Changing World”

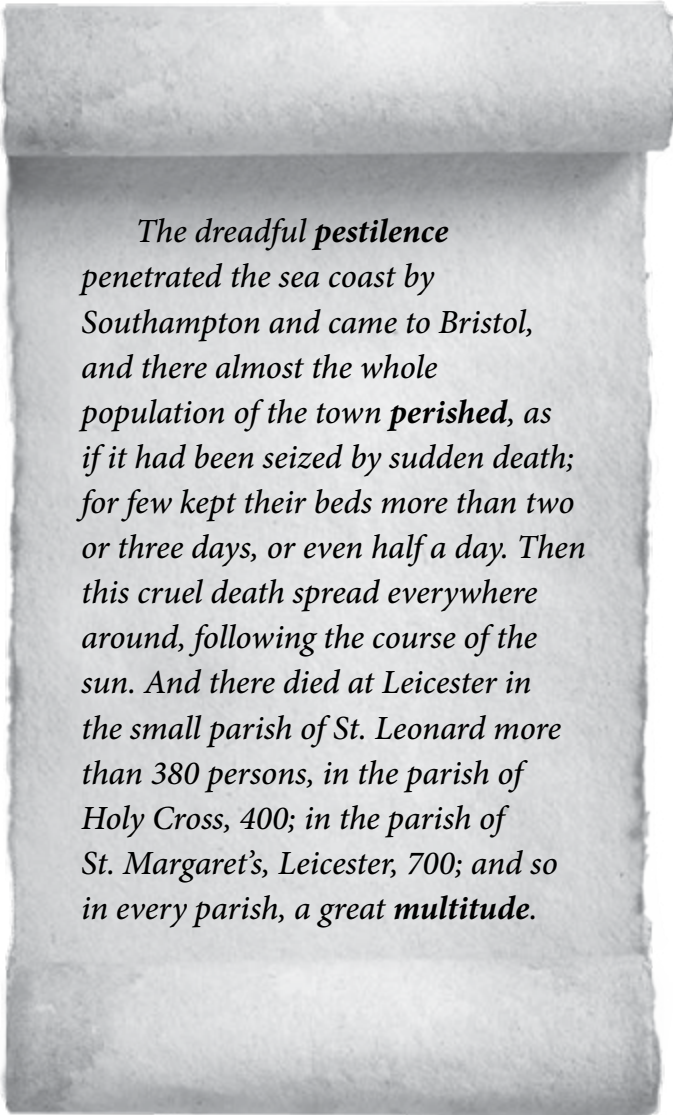
The Black Death

Some historians have concluded that traders who had been trading in the Middle East brought the plague to Europe. This first outbreak of the plague in Europe and the Middle East started around 540 CE. As much as one third of the population of Europe may have died from the disease during this first outbreak, which lasted more than two hundred years. A second outbreak, which became known as the Black Death, came to Europe in 1347 CE. The Black Death probably started with infected fleas that lived on rodents, and it spread very quickly through Europe's towns and cities. At the time, there were no modern sewers and people therefore did not wash often. The Black Death affected every level of society, killing about half of the people in Europe in just four years. There were more than twenty smaller outbreaks of the plague later in the 1300s and in the 1400s.



Spread of the Black Death

The following account of the plague was written down by a man named Henry Knighton. Henry Knighton was a canon, or member of the church, in Leicester, England. This is what he said in 1348 CE:

A scroll with a light beige, textured background, featuring a horizontal fold at the top. The text is written in a black, serif font, with some words in bold. The scroll is centered on the page.

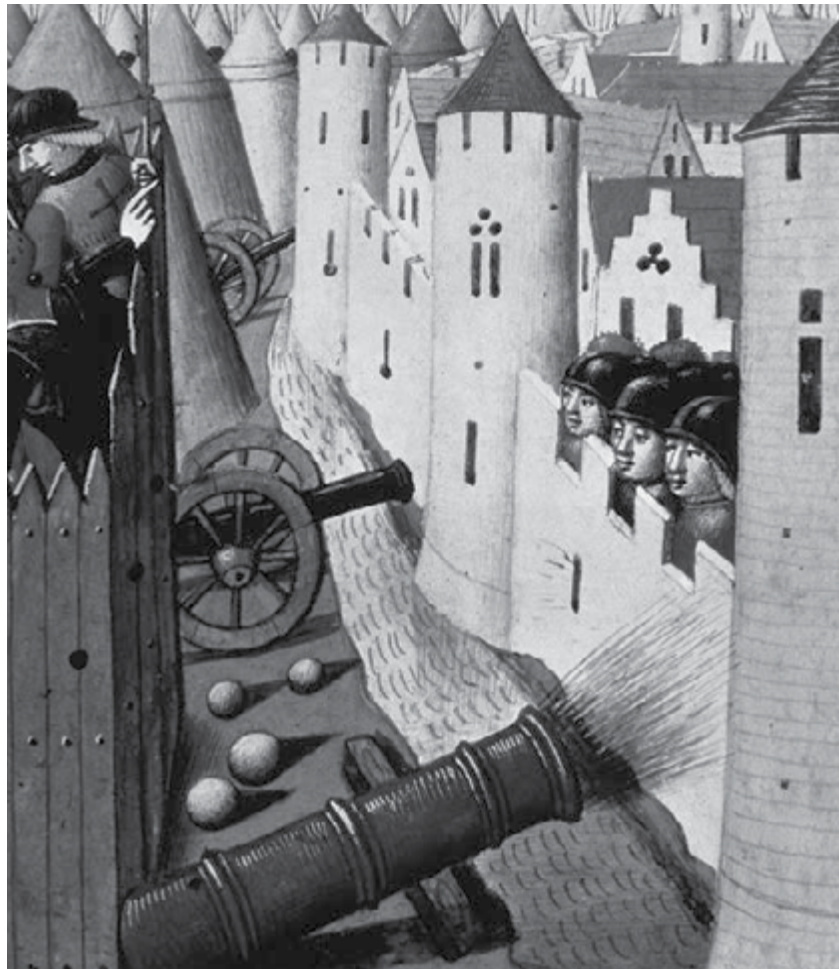
*The dreadful **pestilence** penetrated the sea coast by Southampton and came to Bristol, and there almost the whole population of the town **perished**, as if it had been seized by sudden death; for few kept their beds more than two or three days, or even half a day. Then this cruel death spread everywhere around, following the course of the sun. And there died at Leicester in the small parish of St. Leonard more than 380 persons, in the parish of Holy Cross, 400; in the parish of St. Margaret's, Leicester, 700; and so in every parish, a great **multitude**.*

NAME: _____

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All Kinds of Changes

People fought wars differently by the end of the Middle Ages than they had earlier. Cannons and firearms changed what happened on the battlefields of Europe. Skilled archers and mounted knights were no match for such devastating weapons. The machinery of war was changing and becoming even more deadly.



Cannons used during the siege of Orléans

European towns and cities grew much bigger in the Middle Ages, leading to big changes across all of European society. As more and more people moved from the countryside to seek employment elsewhere, the lord's role changed. Over time, townspeople were no longer subject to his authority. The ties of feudalism began to **unravel**.

In addition, exploration and trade opened people's eyes to other places, ideas, and cultures. The invention of the compass and a navigational tool called the astrolabe enabled sailors to embark on even more daring voyages.



An astrolabe from the 1400s



Printing press from 1498 CE

The invention of the printing press in 1450 CE also transformed European society. The ability to produce books, pamphlets, and newspapers helped to spread knowledge and new ideas. Books, once a luxury, gradually became more affordable. The desire and need to know how to read and write grew among different social groups.

Grade 4

Answer Key

TAKE-HOME ANSWER KEY

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

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

No. They were not able to communicate easily with one another because people in different areas spoke different dialects.

Page(s) 6

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

The Roman Empire became too big for one emperor to rule and it was invaded by Germanic tribes; the Church grew powerful; Charlemagne made many changes; the Black Death killed many people.

Page(s) 3, 4, 5, 6, 8

3. What was the Black Death and how did it start?

It was a disease that was spread by infected fleas that lived on rodents. It killed one-third of the population of western Europe.

Page(s) 8

10

Unit 2 Take-Home Pages

Write one sentence for each of the four images to describe what the serf might be doing in each image. Refer to the text, "If You Were a Boy Serf" to find evidence to support your response. Incorporate vocabulary words from the text when possible and use complete sentences.



In the spring, serfs plowed fields and planted seeds.



In the summer, serfs tended to the crops by protecting them from birds.



In the autumn, serfs harvested crops and stored the grains.



In the winter, serfs fed and cared for the livestock and repaired barns and fences.

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Unit 2 Take-Home Pages

NAME: _____
DATE: _____

4.1 Take-Home

Practice Nouns and Adjectives

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

Example: Soldiers wore padded coats and carried sharp daggers.

1. A lance is a long, wooden pole with a metal tip.
2. The best knight at a joust won an expensive diamond.
3. Little farms covered the royal land.
4. Castles were safe places to store food and weapons.
5. Traveling entertainers performed in the castle.

Unit 2 Take-Home Pages

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4.2 Take-Home

Practice Using Prefix un-

Write the best word to complete each sentence.

1. Please only take one piece of candy. Any more than that is unnecessary.
(unfamiliar, familiar, unnecessary, necessary)
2. Stef is unhappy because the rain canceled her soccer game.
(unhappy, happy, unequal, equal)
3. My teacher's directions were confusing and unclear to me, so I asked him to explain the directions in a different way.
(unused, used, unclear, clear)
4. I started planning my birthday party months ago and put a lot of effort into choosing activities for it because my birthday is very important to me.
(unimportant, important, unkind, kind)
5. I have to go to my older sister's basketball game after school, so I am unable to hang out with you today.
(unused, used, unable, able)
6. It is uncommon that my family eats dessert before dinner!
(uncommon, common, unhappy, happy)

Unit 2 Take-Home Pages

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5.1
CONTINUED

Take-Home

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

Answer the following questions in complete sentences.

1. What were two positive things about life in a town in the Middle Ages?

Answers may vary, but may include: people could buy things easily;
there was a wider variety of jobs other than farming; more people
were wealthy; there was a middle class; there were banks and
universities.

Page(s) 28–33

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

Answers may vary, but may include: crowded living conditions;
disease; no toilets; polluted water; fires.

Page(s) 28–33

Unit 2 Take-Home Pages

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NAME: _____
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6.2

Take-Home

Practice Spelling Words

There were positive and negative things that happened during the Middle Ages. Using the word meanings provided with your spelling list, sort the spelling words into categories in the following chart. If the word relates to something positive, write it in the "Positive" column. If the word relates to something negative, write it in the "Negative" column.

transform	retreat	seize	fatal	thrive
surrender	promote	acquire	establish	unravel

Positive	Negative
transform	retreat
thrive	seize (This word could go in either column.)
promote	fatal
acquire	surrender
establish	unravel

Unit 2 Take-Home Pages

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List the spelling words in alphabetical order.

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

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Unit 2 Take-Home Pages

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6.3

Take-Home

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

Read this paragraph from “Merchants, Markets, and Mud: Towns in the Middle Ages.” Four verbs are underlined in these paragraphs. Write an adverb for each of these four verbs on the line provided. Draw an arrow to the verb each adverb describes.

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

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

You stand Answers may vary. in a puddle on the edge of a narrow street.

As you move Answers may vary. through the crowd, you spot rats.

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

They ring out Answers may vary. to sound the hour and call people to church.

Unit 2 Take-Home Pages

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NAME: _____
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7.5
CONTINUED

Take-Home

“The Power of the Church”

Answer the following question in complete sentences.

1. What are three ways the Church influenced the lives of people in Europe during the Middle Ages?

The Church influenced the lives of people by: having people pray often;
attend church daily, especially Sundays and holy days; having shrines
that Christians would go on pilgrimages to see; providing convents and
monasteries for women and men to live and work to become nuns and
monks; requiring all Christians to pay a tithe; producing books and
preserving ancient writings

Page(s) 40–43

Unit 2 Take-Home Pages

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1066: The Battle that Changed History

Answer the following questions in complete sentences.

1. Why did the Battle of Hastings take place?

There was a dispute between William of Normandy and Harold
of England about who was going to become king of England.

Page(s) 51

2. Who won the Battle of Hastings in 1066?

William of Normandy won the battle.

Page(s) 51

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

The Norman army was much larger, and the English soldiers
were tired from marching 200 miles and having fought other
invaders.

Page(s) 50, 53

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Unit 2 Take-Home Pages

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11.2

Take-Home

Practice Spelling Words

Sort the spelling words into categories based on the prefix in each word.

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

en-	non-	un-
enclose	nonverbal	unrest
enjoy	nonfiction	unusual
entrust	nonissue	unsuccessful
ensure	nonsense	unable
	nonstop	unlikely
		unsettle

Unit 2 Take-Home Pages

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List the spelling words in alphabetical order.

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

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Unit 2 Take-Home Pages

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