

Grade 4 Reading & Writing

Unit 2: The Middle Ages

16 lessons (the last is the Pausing Point review) and a words quiz. Use this pack with the unit's **Teacher Guide** and **Activity Book** and **Reader** (download them once from the course) to teach the whole unit without the internet.

What is in this pack

- A plan for each lesson: the Teacher Guide pages to follow, words to know, what to read, questions to talk over and the Activity Book pages to print.
- The words quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

One lesson a school day, about 60–90 minutes; split long lessons over two days. Tick each one off as you go.

	Lesson	Reader pages	Activity Book
☐	Lesson 1: Chapter 1, “Welcome to the Middle Ages”	PDF pages 8–15	AP 1.1, AP 1.2, AP 1.3, AP 1.4, AP 1.5, SR 1
☐	Lesson 2: Chapter 2, “To the Manor Born”	PDF pages 16–23	AP 2.1, AP 2.2, AP 2.3, AP 2.4, AP 2.5, AP 2.6, AP 2.7
☐	Lesson 3: Chapter 2, “To the Manor Born”	PDF pages 16–23	—
☐	Lesson 4: Chapter 3, “Gloomy Castles and Jousting Knights”	PDF pages 24–33	AP 4.1, AP 4.2, AP 4.3, AP 4.4, AP 4.5, AP 4.6
☐	Lesson 5: Chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages”	PDF pages 34–43	AP 5.1, AP 5.2, AP 5.3, AP 5.4
☐	Lesson 6: Chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages”	PDF pages 34–43	AP 6.1, AP 6.2, AP 6.3, AP 6.4, AP 6.5, AP 6.6
☐	Lesson 7: Chapter 5, “The Power of the Church”	PDF pages 44–53	AP 7.1, AP 7.2, AP 7.3, AP 7.4, AP 7.5, AP 7.6, AP 7.7
☐	Lesson 8: Chapter 5, “The Power of the Church”	PDF pages 44–53	AP 8.1, AP 8.2
☐	Lesson 9: Chapter 6, “1066: The Battle that Changed History”	PDF pages 54–63	AP 9.1, AP 9.2, AP 9.3, AP 9.4, AP 9.5
☐	Lesson 10: Chapter 6, “1066: The Battle that Changed History”	PDF pages 54–63	AP 10.1, AP 10.2
☐	Lesson 11: Chapter 7, “Henry II and Law and Order”	PDF pages 64–73	AP 11.1, AP 11.2, AP 11.3, AP 11.4, AP 11.5, AP 11.6
☐	Lesson 12: Chapter 7, “Henry II and Law and Order”	PDF pages 64–73	—

	Lesson	Reader pages	Activity Book
☐	Lesson 13: Chapter 8, “The Wayward King: King John and Magna Carta”	PDF pages 74–83	AP 13.1, AP 13.2, AP 13.3, AP 13.4, AP 13.5
☐	Lesson 14: Chapter 9, “A Changing World”	PDF pages 84–110	AP 14.1, AP 14.2, AP 14.3, AP 14.4, AP 14.5, AP 14.6
☐	Lesson 15: Spelling	—	AP 15.1, AP 15.2
☐	Pausing Point: Review, extra practice and answer keys	—	PP 1, PP 2, PP 3, PP 4, PP 5, PP 6, PP 7, PP 8
☐	Words quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Lesson 1: Chapter 1, “Welcome to the Middle Ages”

THE BIG QUESTION

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

Words to know

- **dialect** — a form of a language spoken in a particular area, including unique words and pronunciations
- **empire** — a group of countries or regions controlled by one ruler or one government
- **infamous** — well-known for being bad
- **lord** — a man in the upper class who ruled over a large area of land
- **medieval** — of or relating to the Middle Ages
- **mighty** — having great size or strength
- **papacy** — the office or the position of the pope
- **seize** — to take
- **transform** — to change something completely, usually in a positive way

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 15–34: the steps, materials and timing for this lesson.

Read

Read Chapter 1, “Welcome to the Middle Ages”: PDF pages 8–15. Look at the pictures and maps together.

Talk it over

1. The name of this unit is The Middle Ages. What is the Middle Ages and why is it called that?
2. What were some of the important events or developments that took place in Europe and led to the Middle Ages?
3. Why might Charlemagne, as one of the early leaders during the Middle Ages, have set up the feudal system in which people such as kings and lords offered protection to serfs and freemen in exchange for their loyalty?
4. How would you contrast life in the Middle Ages with life today?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 1.1: The Roman Empire — Activity Book, PDF pages 7–8

- Activity Page 1.2: Vocabulary for “Welcome to the Middle Ages” — Activity Book, PDF pages 9–10
- Activity Page 1.3: Welcome to the Middle Ages — Activity Book, PDF pages 11–12
- Activity Page 1.4: Chapter 1 — Activity Book, PDF pages 13–20
- Activity Page 1.5: Glossary for Knights, Castles, and Chivalry — Activity Book, PDF pages 21–24
- Student Resource 1: Individual Code Charts — Activity Book, PDF pages 219–227

Check for understanding

- Answer the Big Question in a sentence or two: What are some of the events that led to the Middle Ages?
- Use one of today’s words in a sentence of your own.

Lesson 2: Chapter 2, “To the Manor Born”

THE BIG QUESTION

How were the lives of serfs and lords different from one another?

Words to know

- **lady** — a female member of the nobility
- **lord** — a man in the upper class who ruled over a large area of land
- **loyal** — showing complete faithfulness and support
- **medieval** — of or relating to the Middle Ages
- **nevertheless** — in spite of what was just said, however
- **privileged** — having more advantages, opportunities, or rights than most people
- **rival** — competing
- **scythe** — a farming tool with a curved blade and long handle that is used to cut crops such as wheat, oats, rye, and barley

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 35–56: the steps, materials and timing for this lesson.

Read

Read Chapter 2, “To the Manor Born”: PDF pages 16–23. Look at the pictures and maps together.

Talk it over

1. What were some of the things privileged boys and girls learned to do?
2. What does the author tell us were the primary responsibilities of serfs?
3. How did a lord become even richer or wealthier through his serfs?
4. [Have students reflect on the image spanning pages 12 and 13.] Based on what you read, what do you think is shown in this image?
5. Imagine you are traveling through the medieval countryside and you see a boy about your age. Based on today’s reading, what evidence would you use to decide whether the child is a serf or a noble?
6. Think Pair Share Why do you think the feudal system, or the arrangement between lords and serfs, existed?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 2.1: Vocabulary for “To the Manor Born” — Activity Book, PDF pages 25–26

- Activity Page 2.2: The Feudal System Hierarchy — Activity Book, PDF pages 27–28
- Activity Page 2.3: The Middle Ages Letter Quest — Activity Book, PDF pages 29–30
- Activity Page 2.4: Nouns and Adjectives — Activity Book, PDF pages 31–32
- Activity Page 2.5: un- and non-: Prefixes Meaning “not” — Activity Book, PDF pages 33–34
- Activity Page 2.6: Serfs — Activity Book, PDF pages 35–36
- Activity Page 2.7: If You Were a Boy Serf — Activity Book, PDF pages 37–38

Check for understanding

- Answer the Big Question in a sentence or two: How were the lives of serfs and lords different from one another?
- Use one of today’s words in a sentence of your own.

Lesson 3: Chapter 2, “To the Manor Born”

THE BIG QUESTION

How were the lives of serfs and lords different from one another?

Words to know

- **lady** — a female member of the nobility
- **lord** — a man in the upper class who ruled over a large area of land
- **loyal** — showing complete faithfulness and support
- **medieval** — of or relating to the Middle Ages
- **nevertheless** — in spite of what was just said, however
- **privileged** — having more advantages, opportunities, or rights than most people
- **rival** — competing
- **scythe** — a farming tool with a curved blade and long handle that is used to cut crops such as wheat, oats, rye, and barley

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 57–71: the steps, materials and timing for this lesson.

Read

Read Chapter 2, “To the Manor Born”: PDF pages 16–23. Look at the pictures and maps together.

Talk it over

1. How is the word path used in this sentence?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How were the lives of serfs and lords different from one another?
- Use one of today’s words in a sentence of your own.

Lesson 4: Chapter 3, “Gloomy Castles and Jousting Knights”

THE BIG QUESTION

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

Words to know

- **armor** — a protective metal covering used to keep a person safe from injury during battle
- **aspiring** — hoping to be or become something
- **esteemed** — highly regarded; admired
- **influential** — having power to change or affect important things or people
- **lord** — a man in the upper class who ruled over a large area of land
- **medieval** — of or relating to the Middle Ages
- **privileged** — having more advantages, opportunities, or rights than most people
- **ransom** — money that is paid to free someone who was captured
- **siege** — a situation in which soldiers or police officers surround a city or building to try to take control of it
- **title** — a name that describes a person’s job or status

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 72–93: the steps, materials and timing for this lesson.

Read

Read Chapter 3, “Gloomy Castles and Jousting Knights”: PDF pages 24–33. Look at the pictures and maps together.

Talk it over

1. Based on the way it is used in this paragraph, what do you think the word *aspiring* means?
2. [Read the second paragraph on page 20 aloud.] To groom and saddle a horse means to clean and care for it and to put a saddle on its back. What are some differences between a page and a squire?
3. Why would a knight take part in a jousting match?
4. You read that knights fought in jousting matches and that other people came to watch the matches. How did those spectators feel about attending the matches?
5. What took place in the Great Hall in a castle?

6. Why was there a need for knights and castles during the Middle Ages?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 4.1: Vocabulary for “Gloomy Castles and Jousting Knights” — Activity Book, PDF pages 39–40
- Activity Page 4.2: Gloomy Castles and Jousting Knights — Activity Book, PDF pages 41–44
- Activity Page 4.3: Noun — Activity Book, PDF pages 45–46
- Activity Page 4.4: Practice Nouns and Adjectives — Activity Book, PDF pages 47–48
- Activity Page 4.5: Practice Using Prefixes un- and non- — Activity Book, PDF pages 49–50
- Activity Page 4.6: Chapter 3 — Activity Book, PDF pages 51–54

Check for understanding

- Answer the Big Question in a sentence or two: Why was there a need for knights and castles during the Middle Ages?
- Use one of today’s words in a sentence of your own.

Lesson 5: Chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages”

THE BIG QUESTION

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

Words to know

- **advise** — to give a suggestion about how something should be done
- **apprentice** — a person who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay
- **curfew** — an order or a law requiring people to be in their homes at a certain time, usually at night
- **hustle and bustle** — a great deal of activity and noise
- **influential** — having power to change or affect important things or people
- **lord** — a man in the upper class who ruled over a large area of land
- **medieval** — of or relating to the Middle Ages
- **privileged** — having more advantages, opportunities, or rights than most people
- **thrive** — to grow and succeed

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 94–103: the steps, materials and timing for this lesson.

Read

Read Chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages”: PDF pages 34–43. Look at the pictures and maps together.

Talk it over

1. Where did most people live in the early part of the Middle Ages?
2. How did trade change where and how people lived during the Middle Ages?
3. As more people became involved in trade and commerce, what group grew in importance?
4. What was the connection between towns in the Middle Ages and local lords?
5. Part A: You read that women in the Middle Ages had few legal rights. However, regardless of whether they were privileged or not, all women had a similar role. What role did all women share?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 5.1: Vocabulary for — Activity Book, PDF pages 55–56
- Activity Page 5.2: “Merchants, Markets, and Mud: Towns in the Middle Ages” — Activity Book, PDF pages 57–60
- Activity Page 5.3: Informative Paragraph Rubric — Activity Book, PDF pages 61–62
- Activity Page 5.4: Chapter 4 — Activity Book, PDF pages 63–70

Check for understanding

- Answer the Big Question in a sentence or two: How did the growth of trade during the Middle Ages affect the way people lived?
- Use one of today’s words in a sentence of your own.

Lesson 6: Chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages”

THE BIG QUESTION

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

Words to know

- **advise** — to give a suggestion about how something should be done
- **apprentice** — a person who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay
- **curfew** — an order or a law requiring people to be in their homes at a certain time, usually at night
- **hustle and bustle** — a great deal of activity and noise
- **influential** — having power to change or affect important things or people
- **lord** — a man in the upper class who ruled over a large area of land
- **medieval** — of or relating to the Middle Ages
- **privileged** — having more advantages, opportunities, or rights than most people
- **thrive** — to grow and succeed

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 104–128: the steps, materials and timing for this lesson.

Read

Read Chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages”: PDF pages 34–43. Look at the pictures and maps together.

Talk it over

1. Why would there have been walls around the town and gates through which everyone must pass?
2. What happened as a result of merchants creating jobs in towns?
3. What does the author say about the reason there were gates and walls around medieval cities?
4. The word deceased in this sentence means to have died. A widow is someone whose husband has died. What could a widow who did not have any sons do that was not usually done by other women?
5. What was the relationship between trade and a middle class?
6. What groups were included in the growing middle class?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 6.1: Life During the Middle Ages — Activity Book, PDF pages 71–72
- Activity Page 6.2: Making Adverbs With the Suffix -ly — Activity Book, PDF pages 73–74
- Activity Page 6.3: en-: Prefix Meaning “to make” — Activity Book, PDF pages 75–76
- Activity Page 6.4: Spelling Words — Activity Book, PDF pages 77–78
- Activity Page 6.5: Practice Spelling Words — Activity Book, PDF pages 79–80
- Activity Page 6.6: Excerpt from — Activity Book, PDF pages 81–82

Check for understanding

- Answer the Big Question in a sentence or two: How did the growth of trade during the Middle Ages affect the way people lived?
- Use one of today’s words in a sentence of your own.

Lesson 7: Chapter 5, “The Power of the Church”

THE BIG QUESTION

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

Words to know

- **acquire** — to get
- **anchored** — strongly connected
- **destined** — certain to become something or do something
- **devote** — to give time or attention to something
- **empire** — a group of countries or regions controlled by one ruler or one government
- **exquisite** — extremely beautiful
- **humble** — not thinking you are better than others
- **medieval** — of or relating to the Middle Ages
- **merchant** — someone who buys and sells things; the owner of a store
- **sacred** — holy; deserving of special respect

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 129–149: the steps, materials and timing for this lesson.

Read

Read Chapter 5, “The Power of the Church”: PDF pages 44–53. Look at the pictures and maps together.

Talk it over

1. What do you think it means when the text says, “your life is anchored to the Church”?
2. How would you describe the architecture, or style, of churches and cathedrals?
3. How did the Church become wealthy?
4. What were some of the advantages of life in a monastery?
5. What practices from the Middle Ages show the influence and power of the Church?
6. Why would someone in the Middle Ages have decided to become a monk?
7. Think Pair Share How would the lives of a monk and a serf in the Middle Ages differ? How would they be similar?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 7.1: Vocabulary for “The Power of the Church” — Activity Book, PDF pages 83–84

- Activity Page 7.2: Monks or Nuns — Activity Book, PDF pages 85–86
- Activity Page 7.3: Excerpt from “Gloomy Castles and Jousting Knights” — Activity Book, PDF pages 87–88
- Activity Page 7.4: Excerpt from “Merchants, Markets, and Mud: — Activity Book, PDF pages 89–90
- Activity Page 7.5: Excerpt from “The Power of the Church” — Activity Book, PDF pages 91–92
- Activity Page 7.6: Excerpts from “Merchants, Markets, and Mud: — Activity Book, PDF pages 93–96
- Activity Page 7.7: Excerpt from “The Power of the Church” — Activity Book, PDF pages 97–104

Check for understanding

- Answer the Big Question in a sentence or two: What practices in the Middle Ages show the influence and power of the Church?
- Use one of today’s words in a sentence of your own.

Lesson 8: Chapter 5, “The Power of the Church”

THE BIG QUESTION

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

Words to know

- **acquire** — to get
- **anchored** — strongly connected
- **destined** — certain to become something or do something
- **devote** — to give time or attention to something
- **empire** — a group of countries or regions controlled by one ruler or one government
- **exquisite** — extremely beautiful
- **humble** — not thinking you are better than others
- **medieval** — of or relating to the Middle Ages
- **merchant** — someone who buys and sells things; the owner of a store
- **sacred** — holy; deserving of special respect

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 150–167: the steps, materials and timing for this lesson.

Read

Read Chapter 5, “The Power of the Church”: PDF pages 44–53. Look at the pictures and maps together.

Activity Book pages

- Activity Page 8.1 — Activity Book, PDF pages 105–106
- Activity Page 8.2: Excerpt from “The Power of the Church” — Activity Book, PDF pages 107–108

Check for understanding

- Answer the Big Question in a sentence or two: What practices in the Middle Ages show the influence and power of the Church?
- Use one of today’s words in a sentence of your own.

Lesson 9: Chapter 6, “1066: The Battle that Changed History”

THE BIG QUESTION

How did the Battle of Hastings change history?

Words to know

- **determination** — a quality that makes you keep trying to do something difficult
- **draw** — to take something out of a container, pocket, or safe place
- **lord** — a man in the upper class who ruled over a large area of land
- **loyal** — showing complete faithfulness and support
- **mass** — widespread, or affecting many people
- **medieval** — of or relating to the Middle Ages
- **nevertheless** — in spite of what was just said, however
- **penetrate** — to go through or into something
- **resistance** — an effort made to stop or fight against someone or something
- **retreat** — to back away from danger (retreated; retreats, n.)

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 168–183: the steps, materials and timing for this lesson.

Read

Read Chapter 6, “1066: The Battle that Changed History”: PDF pages 54–63. Look at the pictures and maps together.

Talk it over

1. What happened that made it possible for William and the Norman soldiers to take over the English?
2. What is recorded in the Domesday Book and why did William want this information?
3. How could the information in the Domesday Book be useful to historians today?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 9.1: Vocabulary for “1066: The Battle that Changed History” — Activity Book, PDF pages 109–110
- Activity Page 9.2: Use Adjectives and Adverbs Correctly — Activity Book, PDF pages 111–112
- Activity Page 9.3: Prefix en- — Activity Book, PDF pages 113–114
- Activity Page 9.4: Practice Spelling Words — Activity Book, PDF pages 115–116

■ Activity Page 9.5: Chapter 6 — Activity Book, PDF pages 117–122

Check for understanding

- Answer the Big Question in a sentence or two: How did the Battle of Hastings change history?
- Use one of today's words in a sentence of your own.

Lesson 10: Chapter 6, “1066: The Battle that Changed History”

THE BIG QUESTION

How did the Battle of Hastings change history?

Words to know

- **determination** — a quality that makes you keep trying to do something difficult
- **draw** — to take something out of a container, pocket, or safe place
- **lord** — a man in the upper class who ruled over a large area of land
- **loyal** — showing complete faithfulness and support
- **mass** — widespread, or affecting many people
- **medieval** — of or relating to the Middle Ages
- **nevertheless** — in spite of what was just said, however
- **penetrate** — to go through or into something
- **resistance** — an effort made to stop or fight against someone or something
- **retreat** — to back away from danger (retreated; retreats, n.)

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 184–194: the steps, materials and timing for this lesson.

Read

Read Chapter 6, “1066: The Battle that Changed History”: PDF pages 54–63. Look at the pictures and maps together.

Talk it over

1. On the following map, label England and France, and the town of Hastings in England. The region of Normandy in France is labeled for you. 2. Inferential Why is the date 1066 famous in European history?
2. The text reads, “Without a strong defensive line, the Norman knights were able to overwhelm the English soldiers.” What clues in the text explain why the English soldiers did not have a strong defensive line?
3. What happened in Westminster Abbey on Christmas Day in 1066?
4. What is the Bayeux Tapestry? How is it useful to historians today?
5. How did family members assist a young archer?
6. How did the Battle of Hastings change history?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 10.1: Spelling Assessment — Activity Book, PDF pages 123–124
- Activity Page 10.2: 1066: The Battle that Changed History — Activity Book, PDF pages 125–130

Check for understanding

- Answer the Big Question in a sentence or two: How did the Battle of Hastings change history?
- Use one of today's words in a sentence of your own.

Lesson 11: Chapter 7, “Henry II and Law and Order”

THE BIG QUESTION

Why was King Henry II such an important English king?

Words to know

- **armor** — a protective metal covering used to keep a person safe from injury during battle
- **assassination** — the act of killing a well-known or important person
- **emblem** — an image representing something
- **influential** — having power to change or affect important things or people
- **innocent** — not guilty of a crime or other bad act
- **loyal** — showing complete faithfulness and support
- **medieval** — of or relating to the Middle Ages
- **mercilessly** — done with cruelty or harshness
- **reign** — the time during which a king, queen, or other monarch rules a country
- **restore** — to give back or put back into existence

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 195–217: the steps, materials and timing for this lesson.

Read

Read Chapter 7, “Henry II and Law and Order”: PDF pages 64–73. Look at the pictures and maps together.

Talk it over

1. To whom is the author referring in the first line when he or she says “The great conqueror is dead”?
2. Based on the context in which it is used, what does turmoil mean?
3. The author uses the phrase law and order in the first sentence on this page, as well as in the chapter title. From the context, what do you think this sentence means?
4. What did King Henry say about Thomas Becket at a royal dinner, with many nobles in attendance?
5. What were the Crusades?
6. Who was King Henry II?
7. How did King Henry II reform the judicial, or court, system?
8. What events led to the assassination of Thomas Becket?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 11.1: Vocabulary for — Activity Book, PDF pages 131-132
- Activity Page 11.2: Subjects and Predicates — Activity Book, PDF pages 133-134
- Activity Page 11.3: Root arch — Activity Book, PDF pages 135-136
- Activity Page 11.4: Spelling Words — Activity Book, PDF pages 137-138
- Activity Page 11.5: Practice Spelling Words — Activity Book, PDF pages 139-140
- Activity Page 11.6: Excerpt from “Henry II and Law and Order” — Activity Book, PDF pages 141-146

Check for understanding

- Answer the Big Question in a sentence or two: Why was King Henry II such an important English king?
- Use one of today’s words in a sentence of your own.

Lesson 12: Chapter 7, “Henry II and Law and Order”

THE BIG QUESTION

Why was King Henry II such an important English king?

Words to know

- **armor** — a protective metal covering used to keep a person safe from injury during battle
- **assassination** — the act of killing a well-known or important person
- **emblem** — an image representing something
- **influential** — having power to change or affect important things or people
- **innocent** — not guilty of a crime or other bad act
- **loyal** — showing complete faithfulness and support
- **medieval** — of or relating to the Middle Ages
- **mercilessly** — done with cruelty or harshness
- **reign** — the time during which a king, queen, or other monarch rules a country
- **restore** — to give back or put back into existence

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 218–231: the steps, materials and timing for this lesson.

Read

Read Chapter 7, “Henry II and Law and Order”: PDF pages 64–73. Look at the pictures and maps together.

Check for understanding

- Answer the Big Question in a sentence or two: Why was King Henry II such an important English king?
- Use one of today’s words in a sentence of your own.

Lesson 13: Chapter 8, “The Wayward King: King John and Magna Carta”

THE BIG QUESTION

Why is Magna Carta such an important document?

Words to know

- **acquire** — to get
- **ancestral** — related to a person’s relatives from long ago
- **armor** — a protective metal covering used to keep a person safe from injury during battle
- **consult** — to ask someone for advice or information
- **destined** — certain to become something or do something
- **humiliation** — a feeling of embarrassment and shame
- **indeed** — without any question
- **inevitable** — will happen and can’t be stopped
- **lady** — a female member of the nobility
- **medieval** — of or relating to the Middle Ages

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 232–251: the steps, materials and timing for this lesson.

Read

Read Chapter 8, “The Wayward King: King John and Magna Carta”: PDF pages 74–83. Look at the pictures and maps together.

Talk it over

1. What does succeed mean?
2. What did King John lose control over?
3. Which members of English society benefited from Magna Carta?
4. How did Magna Carta change King John’s power?
5. Who was Robin Hood and did he really exist?
6. If Robin Hood did exist, why might the people of England consider him a hero?
7. What does wayward mean?
8. Why is Magna Carta considered to be one of the most important documents in English history?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 13.1: Vocabulary for “The Wayward King: King John and Magna Carta” — Activity Book, PDF pages 147–148
- Activity Page 13.2: Draft a Persuasive Paragraph — Activity Book, PDF pages 149–150
- Activity Page 13.3: Persuasive Paragraph Rubric — Activity Book, PDF pages 151–152
- Activity Page 13.4: Editing Checklist — Activity Book, PDF pages 153–154
- Activity Page 13.5: Chapter 8 — Activity Book, PDF pages 155–160

Check for understanding

- Answer the Big Question in a sentence or two: Why is Magna Carta such an important document?
- Use one of today’s words in a sentence of your own.

Lesson 14: Chapter 9, “A Changing World”

THE BIG QUESTION

How are our lives today affected by things people created or invented during the Middle Ages?

Words to know

- **bear** — to carry or include
- **chance** — luck
- **coat of mail** — armor, chainmail
- **devout** — extremely religious
- **dirk** — a long knife
- **draw** — to take something out of a container, pocket, or safe place
- **empire** — a group of countries or regions controlled by one ruler or one government
- **foe** — enemy
- **hostelry** — inn or hotel
- **indeed** — without any question

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 252–271: the steps, materials and timing for this lesson.

Read

Read Chapter 9, “A Changing World”: PDF pages 84–110. Look at the pictures and maps together.

Talk it over

1. [Refer to the four small images next to the first paragraph.] What does each image have to do with the Middle Ages?
2. Who was the dauphin?
3. Why would the spread of the plague have caused terror in Europe during this time?
4. How did fighting in wars change during the Middle Ages?
5. Reflect on what you learned about Joan of Arc. What made her such an important figure in the Hundred Years’ War?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 14.1: Vocabulary for “A Changing World” — Activity Book, PDF pages 161–162
- Activity Page 14.2: The Middle Ages — Activity Book, PDF pages 163–164

- Activity Page 14.3: Practice Parts of Speech, Subjects, and Predicates — Activity Book, PDF pages 165–166
- Activity Page 14.4: Root arch — Activity Book, PDF pages 167–168
- Activity Page 14.5: Practice Spelling Words — Activity Book, PDF pages 169–170
- Activity Page 14.6: Excerpt from “A Changing World” — Activity Book, PDF pages 171–174

Check for understanding

- Answer the Big Question in a sentence or two: How are our lives today affected by things people created or invented during the Middle Ages?
- Use one of today’s words in a sentence of your own.

Lesson 15: Spelling

Words to know

- **draw** — to take something out of a container, pocket, or safe place
- **enclose** — to surround; close in
- **lord** — a man in the upper class who ruled over a large area of land
- **title** — a name that describes a person's job or status
- **worthy** — deserving

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 272–280: the steps, materials and timing for this lesson.

Talk it over

1. What are two examples of royal things a king or queen might own?
2. Who was permitted to use royal things?
3. Name one benefit or advantage of being a king or queen?
4. Name one difficulty or disadvantage of being a king or queen?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 15.1: Spelling Assessment — Activity Book, PDF pages 175–176
- Activity Page 15.2: Unit Assessment—The Middle Ages — Activity Book, PDF pages 177–188

Check for understanding

- Use one of today's words in a sentence of your own.

Pausing Point: Review, extra practice and answer keys

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 287–291: the steps, materials and timing for this lesson.

Activity Book pages

- Pausing Point page 1: Mid-Unit Content Assessment — Activity Book, PDF pages 189–192
- Pausing Point page 2: End-of-Unit Content Assessment — Activity Book, PDF pages 193–198
- Pausing Point page 3: Nouns and Adjectives — Activity Book, PDF pages 199–200
- Pausing Point page 4: Adverbs and Adjectives — Activity Book, PDF pages 201–204
- Pausing Point page 5: Subjects, Predicates, and Parts of Speech — Activity Book, PDF pages 205–206
- Pausing Point page 6: un- and non-: Prefixes Meaning “not” — Activity Book, PDF pages 207–208
- Pausing Point page 7: en-: Prefix Meaning “to make” — Activity Book, PDF pages 209–210
- Pausing Point page 8: Root arch — Activity Book, PDF pages 211–218

For the teacher

- Grammar and Morphology Answer Key — Teacher Guide, PDF pages 281–286
- Teacher Resources (answer keys and extra materials) — Teacher Guide, PDF pages 292–336

Check for understanding

WORDS QUIZ

The Middle Ages

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which word means “widespread, or affecting many people”?
 - a) tactic
 - b) ransom
 - c) mass
 - d) coat of mail
2. Which word means “to follow to capture; try to accomplish”?
 - a) transform
 - b) mighty
 - c) empire
 - d) pursue
3. Which word means “an unexpected and difficult meeting”?
 - a) nevertheless
 - b) encounter
 - c) emblem
 - d) foe
4. Which word means “having power to change or affect important things or people”?
 - a) shire
 - b) perish
 - c) nobleman
 - d) influential
5. Which word means “to follow or replace someone in a position of power”?
 - a) penetrate
 - b) melody
 - c) multitude
 - d) succeed
6. Which word means “related to a person’s relatives from long ago”?
 - a) ancestral
 - b) devout
 - c) pilgrim
 - d) inevitable
7. Which word means “enemy”?
 - a) retreat
 - b) aspiring
 - c) foe
 - d) armor

- 8.** Which word means “to give strength to or cause something to happen”?
- a) loot
 - b) fuel
 - c) exquisite
 - d) seize
- 9.** Which word means “to get”?
- a) valiant
 - b) fuel
 - c) foe
 - d) acquire
- 10.** Which word means “money that is paid to free someone who was captured”?
- a) emerge
 - b) infamous
 - c) ransom
 - d) nobleman
- 11.** Which word means “a protective metal covering used to keep a person safe from injury during battle”?
- a) sulk
 - b) armor
 - c) encounter
 - d) consult
- 12.** Which word means “to die or be destroyed”?
- a) perish
 - b) mercilessly
 - c) influential
 - d) nobleman

Answers

Lesson 1: Chapter 1, “Welcome to the Middle Ages”

1. **The name of this unit is The Middle Ages. What is the Middle Ages and why is it called that?**

The Middle Ages is the approximately 1,000-year time period between ancient and modern times. Modern historians gave it that name because it falls between those two periods in history. Did the people who lived during that time use the name Middle Ages to talk about the time period in which they were living? The people who lived during that time did not use the name Middle Ages because they did not consider themselves to be in the middle of anything.

2. **What were some of the important events or developments that took place in Europe and led to the Middle Ages?**

The Roman Empire grew too large to be ruled by one emperor, so it broke into two parts; several Germanic tribes, such as the Franks, Vandals, and Visigoths, invaded parts of the Roman Empire; the power of the Church increased; the Black Death killed one-third of Europe’s population; impressive and inspiring architecture was created.

3. **Why might Charlemagne, as one of the early leaders during the Middle Ages, have set up the feudal system in which people such as kings and lords offered protection to serfs and freemen in exchange for their loyalty?**

Answers may vary, but may include that in the early years of the Middle Ages there were many groups invading western Europe, so there was a need for protection. In return for the protection the kings and lords offered, they would want the serfs and freemen they protected to be loyal to them and not join with other groups to fight against them.

4. **How would you contrast life in the Middle Ages with life today?**

Answers may vary, but may include the fact that people in the Middle Ages thought about time differently—being more directly tied to the rising and the setting of the sun rather than to the hours and minutes of clocks; they undertook long-term projects, such as building great cathedrals; and most people never traveled far from their homes.

Lesson 2: Chapter 2, “To the Manor Born”

1. **What were some of the things privileged boys and girls learned to do?**

Privileged boys and girls both learned to ride horses. Some privileged boys and girls also learned to read and write. Privileged boys also learned to become swordsmen, while girls learned instead to embroider, dance, and play an instrument.

2. **What does the author tell us were the primary responsibilities of serfs?**
growing the food and tending the animals

3. **How did a lord become even richer or wealthier through his serfs?**
taxes in the form of money, crops, livestock; charged fees to grind flour

4. **[Have students reflect on the image spanning pages 12 and 13.] Based on what you read, what do you think is shown in this image?**
a lord's manor or estate Describe some of the things you see. Answers may vary, but may include the large, well-protected manor house on the left; the church; the small serfs' houses; the fields, which are divided into strips; a serf plowing the lord's field and several serfs tending to their own, smaller, gardens; and a serf tending to sheep.
5. **Imagine you are traveling through the medieval countryside and you see a boy about your age. Based on today's reading, what evidence would you use to decide whether the child is a serf or a noble?**
His clothes would provide one clue; a noble would be wearing nice clothing and a serf would be wearing work clothes. What he is doing would be another important clue. A noble boy might be riding a horse, learning how to use a sword, or reading and writing. A serf boy might be working in the fields or the forest, taking care of crops or animals, or walking to or from the fields.
6. **Think Pair Share Why do you think the feudal system, or the arrangement between lords and serfs, existed?**
Answers may vary, but should include details from the text regarding the duties and responsibilities each group had, including the need for protection and a way to obtain food and shelter.

Lesson 3: Chapter 2, "To the Manor Born"

1. **How is the word path used in this sentence?**
A path can also be a choice you make in life, such as the kind of job you do as an adult. The author is using this meaning of the word path in this sentence.

Lesson 4: Chapter 3, "Gloomy Castles and Jousting Knights"

1. **Based on the way it is used in this paragraph, what do you think the word aspiring means?**
hoping to become a knight
2. **[Read the second paragraph on page 20 aloud.] To groom and saddle a horse means to clean and care for it and to put a saddle on its back. What are some differences between a page and a squire?**
A squire has more responsibility than a page, and he learns more challenging skills.
3. **Why would a knight take part in a jousting match?**
He could prove his strength and fighting abilities; he could gain respect; and he could win a generous prize.
4. **You read that knights fought in jousting matches and that other people came to watch the matches. How did those spectators feel about attending the matches?**
Spectators liked watching the matches because they were exciting events.
5. **What took place in the Great Hall in a castle?**
Family members and guests gathered in the Great Hall for meals and entertainment, and servants slept there.

6. **Why was there a need for knights and castles during the Middle Ages?**
There were rivalries between nobles, wars with other nations, and violence between neighbors that created a need for protection.

Lesson 5: Chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages”

1. **Where did most people live in the early part of the Middle Ages?**
They lived in the countryside on manors. (page 30) Where did people move between 1000 CE and 1300 CE? They moved to towns. (page 30)
2. **How did trade change where and how people lived during the Middle Ages?**
Trade led merchants to create more jobs so some people moved off the manors and into towns. (page 30)
3. **As more people became involved in trade and commerce, what group grew in importance?**
A group of merchants and craftsmen called the middle class grew in importance. (page 30)
4. **What was the connection between towns in the Middle Ages and local lords?**
Local lords received money and goods from the craftsmen and merchants, but the lords gave some towns special charters that allowed them to make some of their own laws. (page 32)
5. **Part A: You read that women in the Middle Ages had few legal rights. However, regardless of whether they were privileged or not, all women had a similar role. What role did all women share?**
D. All women managed their families’ needs on a daily basis. (page 36) Part B: Which statement from the text best supports the answer to Part A? D. “Regardless of whether they were part of the privileged class or were serfs, as important members of their households, women managed their families’ daily needs.” (page 36)

Lesson 6: Chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages”

1. **Why would there have been walls around the town and gates through which everyone must pass?**
Answers may vary, but may focus on the need for protection.
2. **What happened as a result of merchants creating jobs in towns?**
More people left the countryside to work in towns.
3. **What does the author say about the reason there were gates and walls around medieval cities?**
They were used to keep criminals out, or, if criminals were inside the city, to keep them in until they could be caught.
4. **The word deceased in this sentence means to have died. A widow is someone whose husband has died. What could a widow who did not have any sons do that was not usually done by other women?**
Widows without sons could manage their deceased husbands’ land.

5. **What was the relationship between trade and a middle class?**
As trade grew, towns and new jobs emerged, and a middle class grew in importance.
6. **What groups were included in the growing middle class?**
merchants and craftsmen

Lesson 7: Chapter 5, “The Power of the Church”

1. **What do you think it means when the text says, “your life is anchored to the Church”?**
It means the Church was very important to the lives of people and they were strongly connected to it.
2. **How would you describe the architecture, or style, of churches and cathedrals?**
They were usually built of stone with tall towers, arches, rose windows, and spires. Why do you think it took so long to build the medieval cathedrals? Answers may vary, but may focus on the elaborate nature of the buildings’ features, the immense size of the buildings, and the unavailability of certain equipment and machines that exist today.
3. **How did the Church become wealthy?**
raised taxes and owned land; influential people within the church often came from wealthy families and gave large amounts of money to the church; collected tithes from all Christians
4. **What were some of the advantages of life in a monastery?**
Monks were assured of a place to sleep, clothing, food, medical care, and an education.
5. **What practices from the Middle Ages show the influence and power of the Church?**
People went to church often and created holy days to mark important religious events; they built large cathedrals; they went on pilgrimages; some people devoted their lives to the Church; the Church grew wealthy; and the Church influenced political decisions and supported or opposed kings.
6. **Why would someone in the Middle Ages have decided to become a monk?**
Answers may vary, but may include the fact that the church played an important role in the lives of people in the Middle Ages; it was a way for someone like a serf to have a better life; monks were assured of a place to sleep, clothing, food, medical care, and an education; being a monk offered some security and protection from the challenges of medieval life.
7. **Think Pair Share How would the lives of a monk and a serf in the Middle Ages differ? How would they be similar?**
Answers may vary, but may include the fact that monks went through a training period in which they learned to read and write; monks took part in a ceremony in which they vowed to dedicate their lives to God; serfs were controlled by a lord; serfs lived on a manor; monks lived in a monastery. Answers may vary, but may include the

fact that both worked hard for many hours of the day; both often worked outside to grow food.

Lesson 9: Chapter 6, “1066: The Battle that Changed History”

1. **What happened that made it possible for William and the Norman soldiers to take over the English?**

The Normans attacked the English shield wall and then retreated several times. When the English soldiers saw the Normans retreating, they pursued them, creating a break in the wall. This made it possible for the Normans to penetrate the English front and ultimately win.

2. **What is recorded in the Domesday Book and why did William want this information?**

It is a record of the property people owned throughout England. William wanted the information to figure how much he could collect in taxes.

3. **How could the information in the Domesday Book be useful to historians today?**

It provides information about the different counties, or areas, of England, and it provides information about the property people owned at the time.

Lesson 10: Chapter 6, “1066: The Battle that Changed History”

1. **On the following map, label England and France, and the town of Hastings in England. The region of Normandy in France is labeled for you.** 2. **Inferential Why is the date 1066 famous in European history?**

C. It was the year in which William the Conqueror became king of England. (page 51)

2. **The text reads, “Without a strong defensive line, the Norman knights were able to overwhelm the English soldiers.” What clues in the text explain why the English soldiers did not have a strong defensive line?**

D. All of the above; “As more and more English soldiers left their positions on Senlac Hill, they encountered Norman knights on horseback.” “The English shield wall now had gaps in it.” “Seeing this, some English soldiers broke the wall and pursued the fleeing knights.” (page 50)

3. **What happened in Westminster Abbey on Christmas Day in 1066?**

A. William, Duke of Normandy, was crowned King William I of England. (page 51)

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

The Bayeux Tapestry is an embroidered cloth that tells the story of the Norman Conquest, or the Battle of Hastings. It has Latin text and beautiful images on 231 feet of linen cloth. A lot of what is known about the Battle of Hastings is shown on the tapestry.

5. **How did family members assist a young archer?**

His older brother gave the archer his first longbow and set of arrows; his mother made his quiver; his father, grandfather, and uncle were all skillful archers, meaning he could learn from them. (page 54)

6. **How did the Battle of Hastings change history?**

Answers may vary, but may include that it gave England a new king, and it changed the language spoken in England.

Lesson 11: Chapter 7, “Henry II and Law and Order”

1. **To whom is the author referring in the first line when he or she says “The great conqueror is dead”?**

King William I, who was known as William the Conqueror

2. **Based on the context in which it is used, what does turmoil mean?**

unrest; confusion Why might England have experienced a period of turmoil after the death of William? Cite evidence from the text. William was a very powerful leader who controlled many things. When he died, there wasn't anyone else as powerful and able to rule the way he did. “. . . power-hungry nobles fought each other and some even challenged the ruling kings.”

3. **The author uses the phrase law and order in the first sentence on this page, as well as in the chapter title. From the context, what do you think this sentence means?**

This sentence means that King Henry II focused his attention on changing the laws of England to restore order, or peace.

4. **What did King Henry say about Thomas Becket at a royal dinner, with many nobles in attendance?**

King Henry said, “Will no one rid me of this troublesome priest?” What are some different ways this question could be interpreted? It could be interpreted as a request that one of the nobles help him get rid of Thomas Becket. It could also be interpreted to be simply a statement of frustration that Thomas Becket was not cooperating and King Henry did not know how to change this.

5. **What were the Crusades?**

The Crusades were attempts by people in Europe, commanded by the pope and kings in Europe, to reclaim the holy city of Jerusalem from the Muslims. What were some of the positive things that resulted from the Crusades? As a result of the Crusades, trading relationships developed between Europe and the Middle East, and there was an exchange of knowledge, especially in the fields of science, mathematics, art, and architecture.

6. **Who was King Henry II?**

He was an important king in the history of England. Why was he so important? King Henry accomplished many things during his reign, including instituting a tax on nobles, reforming the judicial system, and trying to reduce the power of the Church.

7. **How did King Henry II reform the judicial, or court, system?**

He eliminated trial by ordeal, established circuit courts, and helped develop common law, or the law of the land, based on decisions made by circuit court judges.

8. **What events led to the assassination of Thomas Becket?**

King Henry became frustrated with Thomas Becket for not agreeing with him to

reduce the power of the Church. At a royal dinner attended by many nobles, King Henry said, “Will no one rid me of this troublesome priest?” After that, four knights who had heard the king’s remarks killed Thomas Becket in Canterbury Cathedral.

Lesson 13: Chapter 8, “The Wayward King: King John and Magna Carta”

1. **What does succeed mean?**
to follow or replace someone in power
2. **What did King John lose control over?**
England’s land in France. Why are these referred to as his ancestral lands? King John was related to the various kings of England all the way back to William the Conqueror. The land in France was originally under William’s control.
3. **Which members of English society benefited from Magna Carta?**
feudal lords, the Church, the merchants, and freemen
4. **How did Magna Carta change King John’s power?**
King John had less power. He could not raise taxes or make new laws on his own.
5. **Who was Robin Hood and did he really exist?**
He was an English hero whose stories were told through ballads, or songs, and books. No one is sure whether he existed.
6. **If Robin Hood did exist, why might the people of England consider him a hero?**
Robin Hood fought against some of the rules and customs that made life difficult for people in the Middle Ages, such as challenging the laws against hunting, and challenging taxes collected by kings and lords.
7. **What does wayward mean?**
Wayward means behaving in an unacceptable way.
8. **Why is Magna Carta considered to be one of the most important documents in English history?**
It changed the balance of power in England by giving certain people rights, such as having a say in creating laws; it provided a basis for some ideas that were incorporated in the constitutions of modern democracies.

Lesson 14: Chapter 9, “A Changing World”

1. **[Refer to the four small images next to the first paragraph.] What does each image have to do with the Middle Ages?**
The rat indicates that the Black Death started with fleas that lived on rats; the castle indicates that there was a need for protection and castles were built to fulfill this need; the cross indicates that the Christian Church was very powerful in Europe in the Middle Ages; and the jester’s hat indicates that court jesters entertained privileged people during the Middle Ages.
2. **Who was the dauphin?**
The dauphin was next in line to be the ruler of France.

3. **Why would the spread of the plague have caused terror in Europe during this time?**

It affected people of all classes, it spread quickly, and it caused many deaths.

4. **How did fighting in wars change during the Middle Ages?**

Cannons and firearms made war even more deadly than skilled archers and mounted knights.

5. **Reflect on what you learned about Joan of Arc. What made her such an important figure in the Hundred Years' War?**

Answers may vary, but should include information from the text. Responses may include: she was female, which made her an unlikely soldier; she claimed to hear voices that told her to fight the English; she had significant victories such as the one at Orleans; and her contributions helped lead France to victory.

Lesson 15: Spelling

1. **What are two examples of royal things a king or queen might own?**

royal clothing or robes, a royal cup

2. **Who was permitted to use royal things?**

The king and queen and other members of the royal family

3. **Name one benefit or advantage of being a king or queen?**

having the best of everything, best house, clothing or food; being able to make the rules or laws

4. **Name one difficulty or disadvantage of being a king or queen?**

people asked kings and queens for money, advice or information; kings and queens had big jobs and had to make important decisions

Unit quiz key

1. c 2. d 3. b 4. d 5. d 6. a 7. c 8. b 9. d 10. c 11. b 12. a