

25

End of Unit Assessment

LESSON AT A GLANCE

	Grouping	Time	Materials
Unit Assessment (90 min.)			
Assessment	Individual	90 min.	☐ Activity Page 25.1

Lesson 25: End of Unit Assessment

Unit Assessment



- Tell students that in the Reading Comprehension portion of the Unit Assessment, they will read two selections and answer questions about each. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

READING COMPREHENSION

The Reading Comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informational text that describes two doctors who were pioneers in medicine during the Islamic Classical Age. The second selection is a literary text told from the point of view of a boy in the Muslim camp during the Battle of Yarmouk.

Note: The following content is from Activity Page 25.1 and includes suggested answers to activity questions.

Activity Page 25.1

Unit Assessment: Islamic Empires in the Middle Ages

Reading

Today you will read two selections related to the Islamic empires. Read the first selection, and answer the questions about it. Then read the second selection, and answer the questions about it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Two Great Doctors of the Islamic Classical Age

The Classical Age of Islam was a time of great progress in many fields, including science, mathematics, poetry, and art. Some of the most important advances of the Classical Age, however, were in the field of

Activity Page 25.1



medicine. Two men, who lived thousands of miles apart at opposite ends of the Islamic empire, stand out as two of the most important physicians of the Middle Ages.

The first of these men, Abu al-Qasim Al-Zahrawi (also known as Albucasis), was born in the western part of the empire in 936, in the city of Córdoba, which today is in Spain. Some of his most important contributions to medicine were in the area of surgery. His book *On Surgery and Instruments* was an illustrated guide that provided step-by-step diagrams of how to perform different operations and what tools to use. Among the surgical instruments he invented were tools to remove objects from his patients' throats and ears. Some of the instruments he introduced are still being used today, including a thread that doctors use to stitch up internal organs.

Albucasis also wrote important works about dentistry, childbirth, and the ingredients that go into different medicine. The personal side of being a doctor was also very important to him. He encouraged the medical students he taught to have good relationships with their patients and to give them all individual attention. In addition, he believed that rich and poor alike deserved the same treatment from doctors.

The other great doctor of the Islamic Classical Age was Ibn Sina, who was born around the year 980 in Central Asia, which is in the eastern part of the Islamic empire. He was a very intelligent child with an amazing memory. In fact, by the age of 10, he had memorized the entire Qur'an. As a teenager, he spent years studying the works of the Greek philosopher Aristotle; he turned to medicine at the age of sixteen.

Ibn Sina's most famous book, *The Canon of Medicine*, was translated into many languages and studied by physicians all over the world, even hundreds of years after his death. Today we still follow much of Ibn Sina's advice about setting broken bones and staying healthy through exercise, a nutritious diet, and by getting plenty of sleep. He even wrote about the best methods to use when testing new medicines. And, like Albucasis, Ibn Sina believed that everyone was entitled to good medical care. He treated many patients without asking for payment.

Ibn Sina's writings and teachings were not limited to medicine. In addition to being an outstanding doctor and teacher of doctors, he wrote about many other scientific subjects, including chemistry, physics, and astronomy. He was even a poet and a judge!

Of course, the science of medicine has advanced greatly since the time of Albucasis and Ibn Sina. Some of their methods might seem very "unscientific" in modern times. But the fact that some of their practices are still used today is a reminder that these two men were very great doctors.

1. The text tells us that Albucasis and Ibn Sina lived thousands of miles from each other. What does this teach us about the Islamic empire?

» that the empire was very large

Use the following chart to compare and contrast Albucasis and Ibn Sina.

	Albucasis	Ibn Sina
2. Born where?	<i>Córdoba</i>	<i>Central Asia</i>
3. Most famous book?	<i>On Surgery and Instruments</i>	<i>The Canon of Medicine</i>
4. An important contribution?	<i>invented surgical instruments</i>	<i>method of setting broken bones</i>

5. What opinion regarding medical treatment for the poor was shared by both Albucasis and Ibn Sina?

» Both believed that the poor deserved good medical care.

6. In paragraph 1, the text describes two of the most important physicians of the Middle Ages. In paragraph 6, the text states that Ibn Sina's book was studied by physicians all over the world. What is a synonym for *physician*?

a. *scientist*

b. *patient*

» c. *doctor*

d. *author*

7. Which of the following is the best evidence to support the statement that Albucasis and Ibn Sina were great doctors?

a. They were alive during the Classical Age of Islam.

» b. They introduced practices that are still in use today.

c. They wrote books.

d. They had students.

Bashar Remembers the Battle of Yarmouk

I was only a boy, but I was old enough to be afraid as I peered through the branches at the enemy. Of course, I had confidence in General Abu Ubayda and great faith in Islam and our prophet, Muhammad. I had even heard the prophet speak in person during his final pilgrimage to Mecca. His message of believing in the one true God, living a humble life, and being generous toward the poor was fair and just. My parents were the ones who decided our family would follow the path of Islam, but my faith was as strong as theirs.

Still, my faith could not drive the fear from my stomach. The word spreading around the camp was that the Byzantine army was 100,000 men strong. I had never seen 100,000 of anything, so I climbed a tree to take a look for myself. What I saw were rows and rows of Byzantine soldiers stretching to the horizon. There were far too many men to count, but it was clear that we were greatly outnumbered.

And it was not only the numbers that made me afraid. The Byzantine army was famous for its great cavalry, skilled archers, and fearless swordsmen. Just a few months ago, many of our soldiers had been herding livestock, trading spices, or tanning animal skins to make leather. How could these simple tribesmen stand up to the greatest fighting force in the world? General Abu Ubayda had even made my own father a captain—my gentle father, who spoke to young camels like they were children and nursed an injured bird until its wing had healed. He was supposed to lead men against such a powerful foe?

The first two days of battle confirmed my worst fears. The shouts from the battlefield were terrifying. Hundreds of wounded soldiers limped weakly back into camp. Together with the other children, I spent every waking minute fetching water for the injured men and cutting tent cloth into strips for bandages. Our only rest came when we stopped briefly to pray five times a day.

Just as we were finishing our sunset prayer on the second day, it began. It started with just a trickle of men, but soon, along with all the women and children of the camp, I watched as thousands of husbands, fathers, and brothers stumbled toward us. They had defeat written on their faces. Our entire army was retreating. My heart sank. “This is the end,” I thought. My faith was still strong, but I was sure that the Byzantines had won.

I was wrong. As the men staggered forward, the mothers, wives, and daughters of the camp turned the tide of history. As if with one voice, they shouted at the men, urging them to turn around and fight. They threw rocks and charged at them with tent poles. Perhaps it seems cruel, but the women understood that if the men retreated now, the Muslim army would surely lose. The wounded were allowed back into camp, but from that point forward, every able-bodied man knew that victory was the only choice. Without complaint, the men returned to the field and fought bravely. Although the battle raged for four more days, the outcome was no longer in doubt. One empire was falling, and a new one was on the rise.

8. What do the following sentences from paragraph 3 tell the reader about the Muslim and Byzantine armies?

“Just a few months ago, many of our soldiers had been herding livestock, trading spices, or tanning animal skins to make leather. How could these simple tribesmen stand up to the greatest fighting force in the world?”

- a. The soldiers of the Muslim army had experience that would be useful against the Byzantine army.
- b. The soldiers of the Muslim army worked harder than the soldiers of the Byzantine army.
- c. The Muslim army was the greatest fighting force in the world, and the Byzantine army was made up of simple tribesmen.
- » d. The soldiers of the Muslim army did not have the skills and experience of the Byzantine army.

9. Part A: Write a sentence describing the soldiers of the Muslim army.

Part B: Write a sentence describing the soldiers of the Byzantine army.

Part C: Write a sentence comparing the soldiers of the Muslim army to the soldiers of the Byzantine army.

- » Part A: The Muslim army was composed of men who did not have a lot of experience as soldiers.
- » Part B: The Byzantine army was very experienced and known as the greatest fighting force in the world.
- » Part C: The Byzantine army was larger and more experienced than the Muslim army.

10. After describing his fears, Bashar states, in paragraph 4, that the first two days of the battle “confirmed” his worst fears. What does he mean?

- » a. He means that his fears were coming true.
- b. He means that he should not have been afraid.
- c. He means that he forgot why he had been afraid.
- d. He means that his fears were becoming much worse.

11. In paragraph 5, Bashar states, “Just as we were finishing our sunset prayer on the second day, it began.” What began?

- a. the battle of Yarmouk
- b. The wounded limped into camp.
- c. the sunset prayer
- » d. the retreat of the Muslim men

12. In paragraph 6, Bashar states that “one empire was falling and a new one was on the rise.”

Part A: What empire was falling?

Part B: What empire was on the rise?

- » Part A: the Byzantine Empire
- » Part B: the Islamic empire

Grammar

For item 13, write *n.* above the nouns in the sentence and *adj.* above the adjectives in the sentence. Then draw an arrow from each adjective to the noun it describes.

13. The new caliph opened his grand palace to rich and poor people.

- » The new caliph opened his grand palace to rich and poor people.

For item 14, write a sentence using the verb and adverb provided.

14. verb: marched adverb: slowly

- » Answers will vary.

For item 15, correct the run-on sentence by turning it into two complete sentences.

15. King Richard the Lionheart led the crusaders his goal was to recapture Jerusalem.

- » First sentence: King Richard the Lionheart led the crusaders.
- » Second sentence: His goal was to recapture Jerusalem.

For item 16, indicate whether the sentence fragment is missing a subject or a predicate.

16. studied in Baghdad during the Classical Age.

- » The sentence is missing a: **subject** predicate

For items 17, 18, 19, and 20, circle the sentence type that best describes the sentence.

17. Give me a saddle for my camel.

- » declarative interrogative **imperative** exclamatory

18. What time does the caravan arrive?

- » declarative **interrogative** imperative exclamatory

19. I ate a banana yesterday.

- » **declarative** interrogative imperative exclamatory

20. It's freezing in here!

- » declarative interrogative imperative **exclamatory**

Morphology

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

- » a. *special*
b. *ordinary*
c. *broken*
d. *similar*

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

- a. *special*
» b. *ordinary*
c. *broken*
d. *similar*

22. Write the correct word to complete the sentence.

I took all the ____ things out of my pack so that it would be lighter.

- » violent nonviolent essential **nonessential**

23. Write a sentence using the word *unpleasant*. The sentence should demonstrate the meaning of the word.

- » Answers will vary.

24. Write a sentence using the word *ensure*. The sentence should demonstrate the meaning of the word.

- » Answers will vary.

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

- a. something spoken
» b. something written or drawn
c. something eaten
d. something that repeats

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

- a. the male leader of a church
b. the female leader of a church
c. the male leader of a family
» d. the female leader of a family

Use the words in the box to complete the sentences that follow. Each word should only be used one time. Use what you have learned about prefixes and root words to help you pick the best word for each sentence.

autograph	graphite	patriarch
biography	matriarch	squeaky
calligraphy	monarch	telegraph
encourage	nonviolent	unafraid
ensure	paragraph	unpleasant

26. Richard the Lionheart appeared (unafraid) as he led his army.
27. Some people find working with Roman numerals (unpleasant).
28. The (nonviolent) boy chose not to fight against the crusaders.
29. I wore my life jacket to (ensure) that I would be safe in the boat.
30. The teacher always tried to (encourage) her students to study.
31. The childless (monarch) did not know who would rule after he died.
32. Because she was the oldest, the (matriarch) decided where the family reunion would take place.
33. All the cousins turned to the (patriarch) for his advice.
34. The (squeaky) door hinges needed to be oiled.
35. An informative (paragraph) usually begins with a topic sentence.
36. The movie star didn't mind signing his (autograph) for anyone who asked.
37. I added a chunk of (graphite) to my rock collection.
38. Brenda used her best pen when she practiced (calligraphy).
39. Before the telephone, the (telegraph) was a very important communication tool.
40. Claire decided to become an inventor after she read a (biography) of Thomas Edison.
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Unit Assessment: *Empires in the Middle Ages* (Lessons 16–24)

Reading

Today you will read two selections related to the Islamic empires. Read the first selection, and answer the questions about it. Then read the second selection, and answer the questions about it. Some of the questions have two parts. Note that the sections' paragraphs are numbered along the right-hand margin for easy reference.

Two Great Doctors of the Islamic Classical Age

- The Classical Age of Islam was a time of great progress in many fields, including science, mathematics, poetry, and art. Some of the most important advances of the Classical Age, however, were in the field of medicine. Two men, who lived thousands of miles apart at opposite ends of the Islamic empire, stand out as two of the most important physicians of the Middle Ages.

- The first of these men, Abu al-Qasim Al-Zahrawi (also known as Albucasis), was born in the western part of the empire in 936, in the city of Córdoba, which today is in Spain. Some of his most important contributions to medicine were in the area of surgery. His book *On Surgery and Instruments* was an illustrated guide that provided step-by-step diagrams of how to perform different operations and what tools to use. Among the surgical instruments he invented were tools to remove objects from his patients' throats and ears. Some of the instruments he introduced are still being used today, including a thread that doctors use to stitch up internal organs.

- Albucasis also wrote important works about dentistry, childbirth, and the ingredients that go into different medicine. The personal side of being a doctor was also very important to him. He encouraged the medical students he taught to have good relationships with their patients and to give them all individual attention. In addition, he believed that rich and poor alike deserved the same treatment from doctors.

- The other great doctor of the Islamic Classical Age was Ibn Sina, who was born around the year 980 in Central Asia, which is in the eastern part of the Islamic empire. He was a very intelligent child with an amazing memory. In fact, by the age of ten he had memorized the entire Qur'an. As a teenager, he spent years studying the works of the Greek philosopher Aristotle; he turned to medicine at the age of sixteen.

- Ibn Sina's most famous book, *The Canon of Medicine*, was translated into many languages and studied by physicians all over the world, even hundreds of years after his death. Today we still follow much of Ibn Sina's advice about setting broken bones and staying healthy through exercise, a nutritious diet, and by getting plenty of sleep. He even wrote about the

- 5 best methods to use when testing new medicines. And, like Albucasis, Ibn Sina believed that everyone was entitled to good medical care. He treated many patients without asking for payment.

- 6 Ibn Sina's writings and teachings were not limited to medicine. In addition to being an outstanding doctor and teacher of doctors, he wrote about many other scientific subjects, including chemistry, physics, and astronomy. He was even a poet and a judge!

- 7 Of course, the science of medicine has advanced greatly since the time of Albucasis and Ibn Sina. Some of their methods might seem very "unscientific" in modern times. But the fact that some of their practices are still used today is a reminder that these two men were very great doctors.

1. The text tells us that Albucasis and Ibn Sina lived thousands of miles from each other. What does this teach us about the Islamic empire?

Use the following chart to compare and contrast Albucasis and Ibn Sina.

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3. Most famous book?		
4. An important contribution?		

5. What opinion regarding medical treatment for the poor was shared by both Albucasis and Ibn Sina?

6. In paragraph 1, the text describes two of the most important physicians of the Middle Ages. In paragraph 6, the text states that Ibn Sina's book was studied by physicians all over the world. What is a synonym for physician?
- a. scientist
 - b. patient
 - c. doctor
 - d. author
7. Which of the following is the best evidence to support the statement that Albucasis and Ibn Sina were great doctors?
- a. They were alive during the Classical Age of Islam.
 - b. They introduced practices that are still in use today.
 - c. They wrote books.
 - d. They had students.

Bashar Remembers the Battle of Yarmouk

I was only a boy, but I was old enough to be afraid as I peered through the branches at the enemy. Of course, I had confidence in General Abu Ubayda and great faith in Islam and our prophet, Muhammad. I had even heard the prophet speak in person during his final pilgrimage to Mecca. His message of believing in the one true God, living a humble life, and being generous toward the poor was fair and just. My parents were the ones who decided our family would follow the path of Islam, but my faith was as strong as theirs.

Still, my faith could not drive the fear from my stomach. The word spreading around the camp was that the Byzantine army was 100,000 men strong. I had never seen 100,000 of anything, so I climbed a tree to take a look for myself. What I saw were rows and rows of Byzantine soldiers stretching to the horizon. There were far too many men to count, but it was clear that we were greatly outnumbered.

And it was not only the numbers that made me afraid. The Byzantine army was famous for its great cavalry, skilled archers, and fearless swordsmen. Just a few months ago, many of our soldiers had been herding livestock, trading spices, or tanning animal skins to make leather. How could these simple tribesmen stand up to the greatest fighting force in the world? General Abu Ubayda had even made my own father a captain—my gentle father, who spoke to young camels like they were children and nursed an injured bird until its wing had healed. He was supposed to lead men against such a powerful foe?

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Just as we were finishing our sunset prayer on the second day, it began. It started with just a trickle of men, but soon, along with all the women and children of the camp, I watched as thousands of husbands, fathers, and brothers stumbled toward us. They had defeat written on their faces. Our entire army was retreating. My heart sank. “This is the end,” I thought. My faith was still strong, but I was sure that the Byzantines had won.

I was wrong. As the men staggered forward, the mothers, wives, and daughters of the camp turned the tide of history. As if with one voice, they shouted at the men, urging them to turn around and fight. They threw rocks and charged at them with tent poles. Perhaps it seems cruel, but the women understood that if the men retreated now, the Muslim army would surely lose. The wounded were allowed back into camp, but from that point forward, every able-bodied man knew that victory was the only choice. Without complaint, the men returned to the field and fought bravely. Although the battle raged for four more days, the outcome was no longer in doubt. One empire was falling, and a new one was on the rise.

8. What do the following sentences from paragraph 3 tell the reader about the Muslim and Byzantine armies?

Just a few months ago, many of our soldiers had been herding livestock, trading spices, or tanning animal skins to make leather. How could these simple tribesmen stand up to the greatest fighting force in the world?

- a. The soldiers of the Muslim army had experience that would be useful against the Byzantine army.
 - b. The soldiers of the Muslim army worked harder than the soldiers of the Byzantine army.
 - c. The Muslim army was the greatest fighting force in the world, and the Byzantine army was made up of simple tribesmen.
 - d. The soldiers of the Muslim army did not have the skills and experience of the Byzantine army.
9. **Part A:** Write a sentence describing the soldiers of the Muslim army.

Part B: Write a sentence describing the soldiers of the Byzantine army.

Part C: Write a sentence comparing the soldiers of the Muslim army to the soldiers of the Byzantine army.

10. After describing his fears, Bashar states, in paragraph 4, that the first two days of the battle “confirmed” his worst fears. What does he mean?
- a. He means that his fears were coming true.
 - b. He means that he should not have been afraid.
 - c. He means that he forgot why he had been afraid.
 - d. He means that his fears were becoming much worse.
11. In paragraph 5, Bashar states, “Just as we were finishing our sunset prayer on the second day, it began.” What began?
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 - b. The wounded limped into camp.
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12. In paragraph 6, Bashar states that “one empire was falling and a new one was on the rise.”

Part A: What empire was falling?

Part B: What empire was on the rise?

Grammar

For item 13, write “n.” above the nouns in the sentence and “adj.” above the adjectives in the sentence. Then draw an arrow from each adjective to the noun it describes.

13. The new caliph opened his grand palace to rich and poor people.

For item 14, write a sentence using the verb and adverb provided.

14. verb: marched adverb: slowly

For item 15, correct the run-on sentence by turning it into two complete sentences.

15. King Richard the Lionheart led the crusaders his goal was to recapture Jerusalem.

For item 16, indicate whether the sentence fragment is missing a subject or a predicate.

16. studied in Baghdad during the Classical Age.

The sentence is missing a: _____
(subject / predicate)

For items 17, 18, 19, and 20, circle the sentence type that best describes the sentence.

17. Give me a saddle for my camel.

declarative interrogative imperative exclamatory

18. What time does the caravan arrive?

declarative interrogative imperative exclamatory

19. I ate a banana yesterday.

declarative interrogative imperative exclamatory

20. It's freezing in here!

declarative interrogative imperative exclamatory

Morphology

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

- a. special
- b. ordinary
- c. broken
- d. similar

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

- a. special
- b. ordinary
- c. broken
- d. similar

22. Write the correct word to complete the sentence.

I took all the _____ things out of my pack so that it
(violent / nonviolent / essential / nonessential)
would be lighter.

23. Write a sentence using the word *unpleasant*. The sentence should demonstrate the meaning of the word.

24. Write a sentence using the word *ensure*. The sentence should demonstrate the meaning of the word.

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

- a. something spoken
- b. something written or drawn
- c. something eaten
- d. something that repeats

- Part B:** What does the word *matriarch* mean?

- a. the male leader of a church
- b. the female leader of a church
- c. the male leader of a family
- d. the female leader of a family

Use the words in the box to complete the sentences that follow. Each word should only be used one time. Use what you have learned about prefixes and root words to help you pick the best word for each sentence.

autograph

graphite

patriarch

biography

matriarch

squeaky

calligraphy

monarch

telegraph

encourage

nonviolent

unafraid

ensure

paragraph

unpleasant

26. Richard the Lionheart appeared _____ as he led his army.
27. Some people find working with Roman numerals _____.
28. The _____ boy chose not to fight against the crusaders.
29. I wore my life jacket to _____ that I would be safe in the boat.
30. The teacher always tried to _____ her students to study.
31. The childless _____ did not know who would rule after he died.
32. Because she was the oldest, the _____ decided where the family reunion would take place.
33. All the cousins turned to the _____ for his advice.
34. The _____ door hinges needed to be oiled.

35. An informative _____ usually begins with a topic sentence.
36. The movie star didn't mind signing his _____ for anyone who asked.
37. I added a chunk of _____ to my rock collection.
38. Brenda used her best pen when she practiced _____.
39. Before the telephone, the _____ was a very important communication tool.
40. Claire decided to become an inventor after she read a _____ of Thomas Edison.