

Unit 2

Teacher Guide

Grade 4

Empires in the Middle Ages | Part 2

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Teacher Guide

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Introduction to the Islamic Empire

PRIMARY FOCUS OF LESSON**Core Connections**

Students will place the major events of this time period on a timeline and map. [RI.4.3]

Reading

Students will answer factual questions about the information in chapter 1 of the Reader. [RI.4.1]

FORMATIVE ASSESSMENT**Activity Page 16.1**

Label a Map Students will place the major events of this time period on a timeline and map. [RI.4.3]

Activity Page 16.2

Questions for Reading Students will answer factual questions about the information in chapter 10 of the Reader. [RI.4.1]

LESSON AT A GLANCE

	Grouping	Time	Materials
Core Connections (45 min.)			
Review Prior Knowledge	Whole Group	25 min.	<input type="checkbox"/> <i>Scholars, Traders, and Warriors: The Rise of an Empire</i>
Create a Timeline	Partners	20 min.	<input type="checkbox"/> Timeline cards
			<input type="checkbox"/> World map
			<input type="checkbox"/> Activity Page 16.1
Reading (45 min.)			
Introduce the Reader	Whole Group	5 min.	<input type="checkbox"/> <i>Scholars, Traders, and Warriors: The Rise of an Empire</i>
Introduce the Chapter	Whole Group	5 min.	<input type="checkbox"/> Activity Page 16.2
Read Chapter 10	Whole Group	20 min.	
Read-Aloud: “Arabia” and “Camels”	Whole Group	10 min.	
Discuss the Chapter	Whole Group	5 min.	
Take-Home Material			
Reading			<input type="checkbox"/> Activity Page 16.2

ADVANCE PREPARATION

Core Connections

- Display a map of the world. Alternatively, you can access a digital version in the digital components for this unit.
- Hang a card reading “Jesus is born—0 CE” on the wall. Note that this will be the first date in a timeline, so there should be room for about ten cards to the right of this one.
- Prepare a card for each of the following, with the following text on the front and the date on the back. Digital versions of these cards will be available in the digital components for this unit.
 - Roman Empire is at its largest—170 CE
 - Byzantium becomes new capital of Roman Empire—330 CE
 - Roman Empire divides into two separate empires: Eastern/Byzantine Empire and Western/Roman Empire
 - Western Roman Empire collapses—476 CE
 - Byzantine and Persian, or Sasanian, Empires are at their height—500 CE*
 - Birth of Muhammad—570 CE*
 - Charlemagne conquers parts of Western Europe—800 CE
 - William the Conqueror invades England—1066 CE
 - Christians capture Jerusalem in First Crusade—1099 CE
 - Signing of Magna Carta—1215 CE
 - First Thanksgiving in New World—1621 CE
- There is a timeline in the digital components for this unit. You may wish to prepare additional cards to add to the wall as the lessons progress.

Reading

- Ensure each student has a copy of the Reader.

Universal Access

- Modify Activity Page 16.2 to include yes/no questions, sentence starters for answers, and/or page numbers for student reference.
- Plan partners for review discussion so struggling students are paired with students who can provide support.

ACADEMIC VOCABULARY

emerged, n. developed (3)

dominated, n. ruled (3)

caravans, n. groups of merchants traveling together (4)

merchants, n. people who buy and sell things for profit (5)

diverse, adj. including many kinds (6)

monotheistic, adj. believing in a single god (6)

arid, adj. very dry (6)

shrine, n. a place that people visit to worship a god or remember a religious figure (6)

domestication, n. the process of training animals to live with, or work for, people (7)

conquests, n. acts of acquiring things or places through force (7)

Start Lesson

Lesson 16: Introduction to the Islamic Empire

Core Connections



Primary Focus: Students will place the major events of this time period on a timeline and map. [RI.4.3]

REVIEW PRIOR KNOWLEDGE (25 MIN.)

- Tell students they will begin learning about Islamic Empires in the Middle Ages. Explain that before reading, you are going to talk about some things the students learned before that will help them understand this new topic.
- 1. Do you remember what empire existed in Europe before the Middle Ages?
 - » the Roman Empire
- 2. Do you remember what time period the Middle Ages covered?
 - » Answers will vary but should reflect a roughly thousand-year history between 500 CE and 1500 CE.
- Tell students that they will be looking at the same period but in another part of the world, to the east of Europe, in what is often called the Middle East. Tell them that the Roman Empire originally covered much of this territory as well.

3. Can you remember any countries we read about in the Middle Ages unit?
- » the countries of Europe, especially England and France
- Direct students to a world map and ask them if they can point to the countries covered in the Middle Ages unit. Tell them again that now they will be looking at an area to the east.



Check for Understanding

Read the names of modern-day countries from the map. Have students raise their hand when they hear the name of a country that was covered in the Middle Ages unit.

- Point to Jerusalem on the map.
4. Do you remember why Jerusalem was mentioned in the Middle Ages unit?
- » because of the Crusades, a series of wars in which European armies set out to take control of the city of Jerusalem
- Tell students that in this unit, they will learn about the other players in the Crusades. Tell students that the Arab rulers who held Jerusalem were part of the Islamic empires they will study in this unit.
 - Have students read the title of the Reader, *Scholars, Traders, and Warriors: The Rise of an Empire*, and look at the cover art. Invite them to infer based on their observations what the Reader will be about.
 - Tell students that they will discover more about the word *Islamic*, which is in the title of the unit, but for now to focus on the word *empire*.
5. What is an empire?
- » Answers will vary and may refer to the Roman Empire. Students may remember the definition from *The Middle Ages*: “An empire is a group of nations or territories controlled by the same leader.”
 - Tell students that often, the ruler of an empire is called an emperor, but not always. For example, the rulers of the Islamic empires we will read about in this unit were called *caliphs*.
 - Tell students that they will be learning about the birth of Islam and the Islamic empires, which were some of the most powerful and largest empires in history.



Speaking and Listening Exchanging Information and Ideas

Entering/Emerging

Have a small group of students work with you during review to answer questions in a yes/no format.

Transitioning/Expanding

Have students work with a partner who can support them as they review the information with the class.

Bridging

Provide students with their previous Reader to use as a reference during the review.

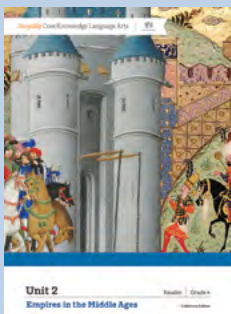
CREATE A TIMELINE (20 MIN.)

How do historians refer to dates before and after the birth of Jesus?

- » Students should remember that the years before Jesus's birth are referred to as BC or BCE, and that the years after Jesus's birth are referred to as AD or CE. Tell students that in class they will be using the BCE and CE designations.

- Tell students that before they read about Islam they should have an understanding of when in history the Islamic empires existed. They should know what happened before, at the same time, and after the height of the Islamic empires.
- Break the class into pairs or threes so that you have ten "groups."
- Give each group of students a card with the text facing up and the date facing down. Tell the students in each group to read the text aloud and then briefly and quietly discuss it as well as look at the date. Tell them that while they can look at the date on the back of their card, they should make sure that no one else can see it. Do not give out the "Jesus is born" card.
- Place the card with Jesus's birth date on the left-hand side of the wall.
- Select one representative from each pair or group to come to the front of the room with his or her group's cards. Have each representative read the text of his or her card (but not the date) to the class.
- Have the representatives try to arrange themselves in correct chronological order, from left to right. Students who were in a group or pair can provide additional guidance in helping their representative arrange himself or herself.
- Tell students that some of them have cards labeled with events that the class already learned about, and some of them have cards labeled with events new to them, so they should not worry about getting the timeline wrong. Tell them they will get it right as a class.
- Once students are satisfied with their attempt, have them check the dates and rearrange themselves if necessary.
- When students have finished, ask them, beginning at the far left and moving rightward, to read out their events and dates. Each time, ask the class if the event took place after the event that was previously read out. If a date is wrong, students should swap places accordingly.
- Point out that the events indicated with an asterisk (*) are events the class will be learning about in this unit.
- When the correct lineup is found, have students write the date of their event on the front of the card, and then have them post the events on the wall in chronological order.

Empires in the Middle Ages



Lesson 16: Introduction to the Islamic Empire

Reading



Primary Focus: Students will answer factual questions about the information in chapter 1 of the Reader. [RI.4.1]

INTRODUCE THE READER (5 MIN.)

- Read the title of the Reader with students, and explain that this Reader is a nonfiction, informational book. A nonfiction, informational book is explanatory, providing facts and other information about real topics. Point out that the book does contain two fictionalized accounts of history (“The Battle of Yarmouk” and “The Story of Saladin and Richard the Lionheart”) and two literary chapters that are retellings of famous tales (“Kalila and Dimma” and “Scheherazade”).
- Have students turn to the table of contents. Have students read several chapter titles from the table of contents aloud. Explain that reading chapter titles in a book can be very informative. Ask students to describe what information they gather from reading the chapter titles.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students to share any comments they have about the Reader.

INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that you will be reading chapter 1, “Arabia,” aloud, and that they will be expected to follow along as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *emerged*.

- Have them find the word on page 3. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *emerged*, then have a student read the definition aloud.
- Explain the following:
 - the part of speech
 - alternate forms of the word
- Have students reference page 5 of their activity books (vocabulary) while you read each word and its meaning.

emerged, n. developed (3)

dominated, n. ruled (3)

caravans, n. groups of merchants traveling together (4)

merchants, n. people who buy and sell things for profit (5)

diverse, adj. including many kinds (6)

monotheistic, adj. believing in a single god (6)

arid, adj. very dry (6)

shrine, n. a place that people visit to remember or worship a god or religious figure (6)

domestication, n. the process of training animals to live with, or work for, people (7)

conquests, n. acts of acquiring things or places through force (7)

READ CHAPTER 10 (20 MIN.)

- Read to find out what the world was like in the years before Muhammad, the founder of Islam, was born.
- Have a student read aloud The Big Question
 - How can we describe the world into which Muhammad was born?
- Tell the students that you will be reading the chapter aloud, and that they should follow closely as you read.
- Read the first three paragraphs of chapter 10 (up to “The Byzantine Empire and Arabia”).
- Either as you read or after reading, lead a class discussion centered on the following comprehension questions.

Chapter 10

Arabia

THE BIG QUESTION

How can we describe the environment into which Muhammad was born?

The Middle Ages (Unit 2) revealed a time in Western Europe when the Christian Church slowly replaced the Roman Empire. You learned about the extraordinary power of the Church and its complex relationship with rulers and the nobility.

While Western Europe became Christian, other powers and ideas arose in the rest of the former Roman Empire. In the East, a new religion **emerged**: Islam. From the seventh century CE, the followers of this religion, Muslims, created enormous empires that lasted hundreds and hundreds of years.

Muhammad, the founder of Islam, was born hundreds of years after Jesus, but both men had such a tremendous influence, shaping the world in which we live. Today, Christianity and Islam are the two largest religions in the world. More than half of the world's population, over four billion people, is either Christian or Muslim.

The Byzantine Empire and Arabia

Muhammad was born at a time of enormous change. The Roman Empire had **dominated** for centuries. It had covered land that more than forty different countries occupy today. Europe, large parts of Africa, and the Middle East were all once part of the Roman Empire. Many believed it would last forever.

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Literal. What religion did Western Europe follow after the fall of the Roman Empire?

» Christianity

- You may wish to remind students that Christianity is based on the teachings of Jesus.

Literal. What new religion emerged in the area that used to be part of the eastern Roman Empire?

» Islam

Literal. When did Islam first appear?

» in the seventh century CE

- **Support.** You may explain that the seventh century corresponds to the dates 600–699 CE. It may help students to understand this if you point out (a) that the years of the first century were 0–99, and (b) that although we are now living in the twenty-first century, the years in which we live start with 20, not with 21.

Literal. Who was the founder of Islam?

- » Muhammad

Evaluative. How did Jesus and Muhammad influence the world?

- » They both transformed the world by founding religions that eventually attracted billions of followers.

Literal. How much of the world's population is Christian or Muslim?

- » over half

Inferential. How many Muslims were there at the time Jesus was born?

- » There were no Muslims then, because Muhammad, who founded Islam, had not yet been born.

- Read aloud the section “The Byzantine Empire and Arabia.” Stop before the section “Arabia.” As you read or after reading, lead a discussion centered on the questions that follow.

Inferential. Why did people believe the Roman Empire would last forever?

- » because it was so powerful and so large



Map of the Roman Empire in 117 CE

They were wrong.

The Roman Empire became too big to govern, splitting into two. Over time, the Western Empire collapsed, and Medieval Europe emerged. In the East, the Empire continued for 1,000 years under a different name: the Byzantine Empire.

Muhammad was born in Arabia, a part of the world greatly influenced by the Byzantine Empire. Arabia benefited from Byzantine trade. For many centuries, the West had traded with the East. Trade ran along the famous Silk Road from Western Europe all the way to India and China. Although travel would take months or even years, **caravans** and ships endlessly carried glass, cloth, and silver and gold to the East and brought back silk and spices in return. People then, like today, wore clothes “made in China,” although Chinese silks were affordable only to the wealthiest.

Trade across the empire, including along the Silk Road, benefited the people of Arabia. Arabians also traded with people outside of

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Support. An empire often contains people from many different cultures and former countries. Why might that make an empire difficult to govern?

- » A large empire consists of many nations, some of which are located far from the center of government. The people of these nations may speak many languages, follow many religions, and have many different cultures. It can be difficult for a single government to keep control over such a large and diverse population.

Literal. How did people in Arabia benefit from its location?

- » Arabians were able to participate in trade that took place in and passed through Arabia.

Inferential. Why was the trade route between Europe and Asia known as the *Silk Road*?

- » because silk from China was one of the goods that was traded

Literal. What did caravans and ships carry east, and what did they carry west?

- » They carried glass, cloth, and silver and gold east, and silk and spices west.

Support

Reread the paragraph in which the Silk Road is first mentioned. Are there any clues in the text to help answer the question?



Map of the Byzantine and Persian Empires from the sixth century CE

Arabia, many becoming **merchants** with their own trade caravans. Some became very wealthy.

But not all of the contact with the Byzantines was positive. As was typical at the time, the Byzantines were always looking to conquer new territories and become more powerful and influential. They waged war against rival empires and used smaller, less powerful nations to help them.



A gold coin from the Byzantine Empire

One of the biggest rivals of the Byzantine Empire was the Persian, or Sasanian, Empire. The Roman Empire had fought the Persians for hundreds of years, with constant battles and wars. The Byzantine Empire carried on the struggle. Trade was one of the reasons they fought: both empires wanted to control the taxes from trading. Arabia was wedged exactly between the Persian and Byzantine Empires, often caught in the middle of the two rivals. This was a challenging position!

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Literal. What two empires fought to control the taxes from trading?

» the Byzantine Empire and the Persian Empire

- Direct students' attention to the map of the Byzantine and Persian Empires in the Reader. Show them where these empires were located.
- Point to the word *rivals* in the text. Remind students that they learned this word in the Middle Ages unit, but that if they do not remember what it means, they may be able to figure out the definition in this case using context clues.
- Ask students to raise their hands if they know what *rivals* means.

- Direct students to the following passage in the Reader, and read it aloud:

One of the biggest rivals of the Byzantine Empire was the Persian, or Sasanian, Empire. The Roman Empire had fought the Persians for hundreds of years, with constant battles and wars. The Byzantine Empire carried on the struggle. Trade was one of the reasons they fought: both empires wanted to control the taxes from trading.

- Ask if any of the students who did not raise their hands can try to figure out the meaning of the word by using context clues.
- **Support.** Guide students toward understanding that the context clues tell us that the Byzantine and Persian (or Sasanian) Empires fought because they both wanted to control trade. Based on this context, we might guess that *rivals* means “people or groups that are fighting or competing with each other for the same thing or the same goal.”

Inferential. What do you think it means to “control the taxes from trading”?

- » People who traded had to pay taxes to the empires that controlled the territory where they were trading. Because these people made a lot of money from the Silk Road, this was important for the empires.

- Direct students to Activity Page 16.1, which is a map of the Roman Empire at its largest.
- Have students work in small groups to draw rough outlines of the Western European states, the Byzantine Empire, Arabia, and the Persian Empire on the map of the Roman Empire. Students should use the maps in their Readers to identify the locations of these empires and territories.
- When students have finished, have volunteers point out how the areas of the Roman Empire overlap with Western Europe, the Byzantine Empire, Arabia, and the Persian Empire.

Support

One of the taxes paid in America is a sales tax—a tax on things that are sold.

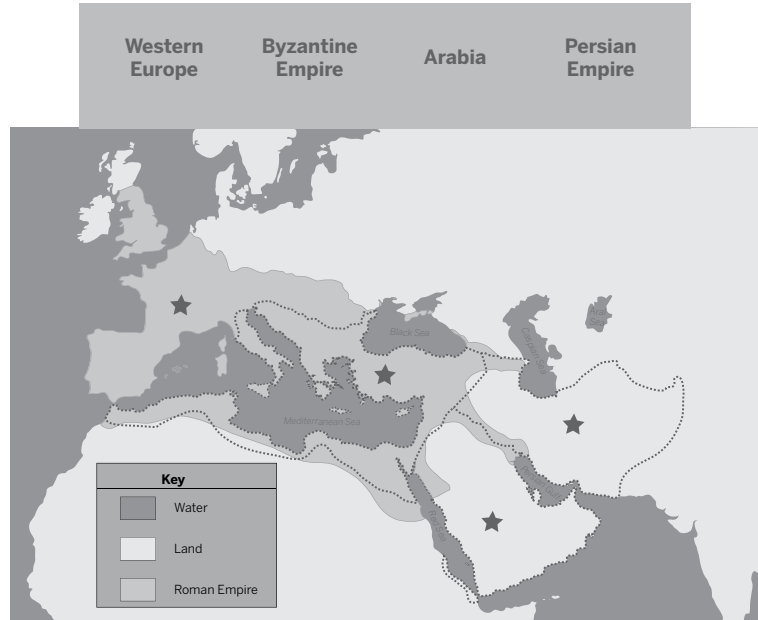
Activity Page 16.1



Note: The following content is from Activity Page 16.1 and includes suggested answers to activity questions.

Activity Page 16.1

- Four of the territories you learned about are listed on the map below. Draw a line from each of them to the correct star on the map. Then answer questions 1–5.



1. The countries of ____ developed on land that was once the western part of the Roman Empire.
 - » Western Europe
2. Which of the four territories is the farthest east?
 - » the Persian Empire
3. Which of the four territories was once the eastern part of the Roman Empire?
 - » the Byzantine Empire
4. Which of the four territories was wedged between two warring empires?
 - » Arabia
5. Which two of the territories border the Persian Gulf?
 - » the Persian Empire and Arabia

READ-ALoud: “ARABIA” AND “CAMELS” (10 MIN.)

- Tell students that you will move on to the rest of the chapter and that you will continue to read aloud. Remind them to follow closely as you read.
- Read the sections “Arabia” and “Camels” aloud.
- During or after reading, lead a discussion based on the questions that follow.

Arabia

Arabia was a very **diverse** place. As people traveled, trading between the West and the East, some settled in Arabia. These included Christians and Jews, who believed in one god—they were **monotheistic**. There were also local people who were polytheistic.

Most people in Arabia lived in tribes, without a formal government. Each tribe was divided into many clans. Tribes were family based: you were born into a particular clan, within a particular tribe.



A silver coin from the Persian Empire

Clans would often fight one another, but they would also band together to fight other tribes. Your fate was tied to the others in your tribe (your family). If your clan or tribe became richer or more successful, you would find your fortunes rose or fell with theirs.

Some of the Arabian tribes founded towns such as Mecca in western Arabia, which was important for two reasons.

First, it had a water well. Life was harsh and dangerous in the **arid** Arabian climate, and without a regular supply of water, families could not survive and settle in one place. As a result, most people were nomadic. But in Mecca, because of the water, they could stay in one place. That made Mecca a perfect town for people to settle.

Second, Mecca held a famous **shrine** worshipped by the local polytheists: the Kaaba (see box on page 18). A tribe called the Quraysh looked after the Kaaba and traded with other towns. One day, toward the end of the sixth century CE, a boy was born into that tribe. His name was Muhammad.

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Evaluative. In what way was Arabia diverse? If you are not sure what *diverse* means, check your glossary.

» People from the East and West settled in Arabia, including Jews and Christians.

Literal. What does *monotheistic* mean?

» “believing in one god”

Support

Point out that the suffix *-theistic* is common to *monotheistic* and *polytheistic*. Explain that *-theistic* comes from the Greek word for “god” and *mono-* means “one.” Ask students to infer the meaning of *polytheistic*.

Inferential. What do you think *polytheistic* might mean?

- » “believing in many gods”

Literal. What was the city of Mecca known for before the birth of Muhammad?


- » Answers may include that Mecca was known for its water well, as a center for trade, and as the home of a famous shrine used for worship by local polytheists.

Evaluative. Why would living in an arid climate be harsh and dangerous?

- » Answers will vary but should reflect the lack of water for people, animals, and crops, as well as the extreme heat.

The Reader states that most people in Arabia lived in tribes “without a formal government.” What do you think the author means by “formal government”?

- » Answers will vary. Students may describe parts of the US government. Students should understand that tribes were self-ruled; they were not part of any country or united under a single government.




Camels

Camels are perfectly suited to arid climates. They can store water for days, and their humps contain fat for nutrition if they cannot get food.

Some time around 100 BCE, the North Arabian saddle was invented. This allowed camels to be used for fighting and for carrying heavy packs for trade. Without the invention of the saddle and the **domestication** of camels, the Islamic empires may never have existed, because trading—and, later, **conquests**—were essential to the spread of Islam.

In North Africa, the Middle East, and Central Asia, camels are still used today for transporting goods.

Fun Fact: Camels have a very effective way of keeping unwanted people away. They mix the half-digested contents of their stomachs with their saliva and then spit it all over you.



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Inferential. How might the North Arabian saddle have helped Islam spread through trade?

- » The saddle allowed camels to be used for carrying goods for trade. As Islamic merchants traveled, they spread the message of Islam and convinced people to convert.

Inferential. How might the North Arabian saddle have helped Islam spread through military conquests?

- » The saddle allowed camels to be used for fighting. This allowed Islamic military forces to conquer other tribes and cities and convert their inhabitants to Islam.

Support

What happened to the Roman Empire before this period?

- » It had become too big to govern and so it split into two.

Challenge

How was the Arabian Peninsula affected by its neighbors?

- » Arabia benefited from trade, but it was also in an uncomfortable position because it was between the two rival empires.

Activity Page 16.2



DISCUSS THE CHAPTER (5 MIN.)

1. **Literal.** What religion emerged east of the former Roman Empire, and when?
 - » Islam, around the seventh century CE
 2. **Evaluative.** Before Islam emerged, what were the two great powers in the region?
 - » the Byzantine and Persian Empires
 3. **Evaluative.** What do we know about the environment in the Arabian Peninsula?
 - » Answers may vary but should include mention of an arid, dry climate and the need for water near towns. Students may also mention camels and tribes.
- Direct students to Activity Page 16.2 in their activity books. Read the instructions and have them begin working; tell them they will finish for homework.

End Lesson

Lesson 16: Introduction to the Islamic Empire

Take-Home Material

READING

- Have students finish Activity Page 16.2 for homework. You may wish to direct students to the vocabulary exercise in particular, as well as or instead of the comprehension questions.

Note: The following content is from Activity Page 16.2 and contains suggested answers to activity questions.

Activity Page 16.2



Writing Supporting Opinions

Entering/Emerging

Have a small group of students work with you to answer questions in a yes/no format.

Transitioning/Expanding

Provide students with page numbers for the corresponding information in the reader and with sentence stems to start their written answer.

Bridging

Provide students with sentence stems that echo the question to start their written answer.

1. What became of the western and eastern territories that once made up the Roman Empire?
 - » The western portion of the Roman Empire became the countries of Western Europe. The eastern portion of the Roman Empire became the Byzantine Empire.
 2. What was the relationship between the Byzantine Empire and the Persian Empire?
 - » The Byzantine Empire and the Persian Empire were rivals that competed over control of trade with Asia.
 3. What goods were traded between the West and the East?
 - » The West sent glass, cloth, and silver and gold to Asia (the East) in return for silk and spices.
 4. What does *monotheistic* mean?
 - » “believing in one god”
 5. How do camels keep unwanted people or animals away from them?
 - » They spit the half-digested contents of their stomachs at them.
 6. **Challenge.** Words that have more than one syllable are called *polysyllabic*. Examples of polysyllabic words are *empire*, which has two syllables (em-pire), and *elephant*, which has three syllables (e-le-phant). What word do you think describes words of one syllable?
 - » *monosyllabic*
 7. **Challenge.** Write two sentences using the word *rival*.
 - » Sample answer: “The two high schools are longtime rivals in football.”
 8. **Challenge.** Write a sentence using your favorite word in the glossary.
 - » Answers will vary.
-

17

The Birth of a New Religion

PRIMARY FOCUS OF LESSON

Reading

Students will answer inferential and comparison questions about Muhammad's early life. [RI.4.1]

Grammar

Students will identify and correct sentence fragments. [L.4.1f]

Morphology

Students will correctly use the prefixes *un-*, *non-*, and *en-*, given the context of a sentence. [L.4.3]

Writing

Students will scan the text to find quotes about a particular topic. [W.4.8]

FORMATIVE ASSESSMENT

Activity Page 17.1

Questions on Muhammad Reading Answer inferential and comparison questions about Muhammad's early life. [RI.4.1]

Activity Page 17.2

First-Person Caravan Journal Entry Answer inferential and comparison questions about Muhammad's early life. [RI.4.1]

Activity Page 17.3

Sentence Fragments Identify and correct sentence fragments. [L.4.1f]

Activity Page 17.4

***un-/non-* Practice** Use prefixes *un-* and *non-*, given the context of a sentence. [L.4.3]

Activity Page 17.5

***en-* Practice** Use the prefix *en-*, given the context of a sentence. [L.4.3]

Activity Page 17.6

Lands and Empires Graphic Organizer Scan the text to find quotes about a particular topic. [W.4.8]

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Review and Introduce the Chapter	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 17.1, 17.2 <input type="checkbox"/> Reader
Read Introductory Paragraphs	Small Group	25 min.	
Caravan Paragraph, Writing Activity	Whole Group/ Independent	10 min.	
Language (30 min.)			
Grammar	Whole Group/ Partner	15 min.	<input type="checkbox"/> Activity Page 17.3
Morphology	Whole Group/ Independent	15 min.	<input type="checkbox"/> Activity Pages 17.4, 17.5 <input type="checkbox"/> Prefixes Poster
Writing (15 min.)			
Model Scanning and Copying	Whole Group	5 min.	<input type="checkbox"/> Activity Page 17.6
Scan Text and Copy Quotes	Whole Group/ Independent	10 min.	
Take-Home Material			
Language			<input type="checkbox"/> Activity Pages 17.4, 17.5

ADVANCE PREPARATION

Reading

- Collect Activity Page 16.2 to review and grade.

Language

Grammar

- Write the following sentences/phrases on the board. Alternatively, you can access a digital version of these sentences/phrases in the digital components for this unit.
 - Hashim rose from being a poor camel boy to a wealthy merchant.
 - The Bedouins valued honor, bravery, and survival in the face of hardship.
 - Salim was a quiet and thoughtful man.
 - lived in Mecca for three years
 - The camel ran from the laughing hyena.
 - two hundred miles from Medina
 - can last many days without drinking water

Morphology

- Ensure that the Prefixes Poster from *The Middle Ages* is displayed. Alternatively, you can access a digital version of the poster in the digital components for this unit.

Writing

The Lands and Empires Graphic Organizer (Teacher Modeling Version) should be ready for in-class modeling. This version is blank apart from the column headings and row titles, and is available in the digital components for this unit. The organizer may be copied onto the board or displayed digitally. The student-facing Lands and Empires Graphic Organizer on Activity Page 17.6 will have “Quotes from the Reader” for the first two rows (“Roman Empire” and “Byzantine Empire”) filled in. Included in this lesson is a completed version of the Lands and Empires Graphic Organizer, in which all the boxes have been filled in.

Universal Access

- Prepare page numbers of specific information in the Reader needed to complete the Lands and Empires Graphic Organizer for student reference.
- Use data from the last writing assignment to pick out students who can be available as support for struggling students.

Academic Vocabulary

inauspicious, adj. not suggesting future success (8)

Bedouins, n. Arabic people who live in the desert (8)

predators, n. animals that hunt other animals (9)

plummets, v. drops very fast (9)

oral, adj. related to speaking or voice (9)

bustling, v. hurrying; moving fast and with purpose (10)

wares, n. goods or products that a merchant or shop sells (10)

vulnerable, adj. weak, helpless (11)

scorching, adj. very hot (11)

raiders, n. robbers (11)

humble, adj. modest; not extravagant (11)

reputation, n. the opinion people hold about something or someone (11)

integrity, n. honesty (11)

Lesson 17: The Birth of a New Religion

Reading



Primary Focus: Students will answer inferential and comparison questions about Muhammad's early life. [RI.4.1]

REVIEW AND INTRODUCE THE CHAPTER (10 MIN.)

- Remind students that in chapter 10 they learned about the powerful empires that existed around the time of Muhammad's birth.
- 1. **Literal.** What were these two powerful empires called?
 - » the Byzantine and Persian (or Sasanian) Empires
- 2. **Evaluative.** How did these two empires interact?
 - » by trading with each other and by fighting over control of the taxes from trading
- 3. **Literal.** Where was Arabia located in relation to these two empires?
 - » between them
- 4. **Evaluative.** Was Arabia an easy or challenging environment in which to live? Why?
 - » It was challenging, because it was located between two empires that were frequently at war with each other. Also, the climate of Arabia was very arid.
- 5. **Literal.** Who was the founder of Islam?
 - » Muhammad
- Tell students that in this chapter they will be reading about the life of Muhammad.
- Have students turn to the table of contents of the Reader, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *inauspicious*.
- Have them find the word on page 112. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *inauspicious*, then have a student read the definition aloud.

- Explain the following:
 - the part of speech
 - alternate forms of the word
- Have students reference the vocabulary in their activity books while you read each word and its meaning.

inauspicious, adj. not suggesting future success (8)

Bedouins, n. Arabic people who live in the desert (8)

predators, n. animals that hunt other animals (9)

plummets, v. drops very fast (9)

oral, adj. related to speaking or voice (9)

bustling, v. hurrying; moving fast and with purpose (10)

wares, n. goods or products that a merchant or shop sells (10)

vulnerable, adj. weak, helpless (11)

scorching, adj. very hot (11)

raiders, n. robbers (11)

humble, adj. modest; not extravagant (11)

reputation, n. the opinion people hold about something or someone (11)

integrity, n. honesty (11)

- Have a student read aloud the following sentences from the first paragraph of chapter 2:
 - “No one present at Muhammad’s birth could have guessed his future. He had an inauspicious beginning.”
- Tell students you will now take a few minutes to go over the origin of one of the vocabulary words: *inauspicious*.
- Write on the board:
 - in/auspicious
- Tell students that one reason the Roman Empire is still important today is that many English words come from Latin words that originated in Roman times.
- Tell students that in Roman times people believed you could tell the future by looking at the natural world. An *auspiciu*m was an omen based on the behavior of birds. For example, a military general might have an expert on omens look at a chicken’s eating patterns to determine whether the gods approved of his battle plan.

- Tell students that the word *auspicious*, which means “likely to succeed,” developed from the Latin word *auspiciu*m. Then write the following sentences on the board:
 - A great comet appeared in the sky when the new prince was born. This was an auspicious beginning.
- Point to the *in-* and tell them that it is a prefix that means “not.” Students should now understand the origin of the word *inauspicious* and how it came to mean “not suggesting future success.”

READ INTRODUCTORY PARAGRAPHS (25 MIN.)

- Before reading the chapter, divide students into two groups using the following guidelines:
 - Small Group 1: This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students may complete Activity Page 17.1 with your support during reading.
 - Small Group 2: This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the chapter, discuss it with the others in Small Group 2, and then complete Activity Page 17.1. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 17.1 correctly.
- Have a student read The Big Question aloud:
 - How did Muhammad become one of the most influential religious leaders of all time?
- Ask students in Small Group 2 to independently read the introductory paragraphs “Life among the Bedouins” and “Back in Mecca.” Tell them that after reading, they should complete Activity Page 17.1 in their activity books.
- Use one of the Whole Group Reading strategies to read the introductory paragraphs “Life among the Bedouins” and “Back in Mecca” with Small Group 1 only.
- During or after the reading, lead a discussion based on the questions that follow.

Activity Page 17.1





Chapter 11

The Birth of a New Religion

THE BIG QUESTION

How did Muhammad become one of the most influential religious leaders of all time?

No one present at Muhammad's birth could have guessed his future. He had an **inauspicious** beginning. Although he belonged to the tribe that ruled the town of Mecca and looked after its shrine, Muhammad's father died before he was born. In the sixth century in Arabia, your father's death meant you were legally an orphan—and your position in society was not secure.

How did an orphan, born in a remote part of Arabia, become one of the most influential religious figures of all time? How did a boy in the desert grow to found a new religion and a mighty empire?

Life Among the Bedouins

While still a baby, Muhammad was sent by his mother to be nursed and raised, as was traditional for infants in Mecca, in the desert among the **Bedouins**. Removing a child from its mother may seem

112

Inferential. What do the questions the author asks in the second paragraph imply about Muhammad's life?

- » that he was an orphan, and lived in the desert as a boy; that he became influential and founded a religion and empire

Evaluative. What happened to most infants in Mecca?

- » They were sent to the desert to live among the Bedouins.

Literal. Why did Muhammad's mother send him away when he was a baby?

- » because he was less likely to become ill in the desert than in the city



cruel, but at the time it was actually a way of keeping babies safe. Illness was more common in crowded towns, and if babies became ill there was no modern medicine to cure them. The desert was healthier.

Life for the Bedouins was difficult and dangerous. Finding enough water in the desert to survive was a constant struggle, and there were barely enough crops and cattle to feed everyone. From a very young age Muhammad worked for his foster family. As a boy he would have tended to the camels, taking them to the well to drink and watching out for hyenas and other **predators**.

At night, in the desert, the sky is very clear, and the temperature **plummets**. In the freezing air, under the stars, the men of the tribe would recite long **oral** poems—stories of battles won, of grand adventures, of loves gained and loves lost. Hours-long poems were recited by heart. The Bedouins valued honor, bravery, and survival in the face of hardship. Their tales were full of these values, and Muhammad would have absorbed



A modern-day Bedouin boy

113

Support

If students do not know what hyenas are, explain that they are dog-like predators.

Literal. What work did Muhammad do for his Bedouin foster family?

- » He tended to their camels.

Evaluative. What were some of the difficulties and dangers of life for the Bedouins?

- » Answers will vary, but may include poverty, food and water being scarce, and hyenas and other animals attacking the camels.

Literal. What were the poems that the Bedouins recited about?

- » battles won, grand adventures, loves gained and lost, honor, bravery, survival in the face of hardships

them. Muhammad, though believed to have been illiterate, understood clearly the importance of words and stories. For the Bedouins, life in the desert was one of poverty and danger—but also one of beauty.

There are still Bedouins today, some who lead similar lives to those of their ancestors. If you wish to cross the Arabian Desert the Bedouins are your best guides—they know how to find water, handle camels, and how to survive.



An illustration of Mecca

114

Back in Mecca

At five, Muhammed was taken from his Bedouin foster family, the only family he had ever known, and returned to Mecca and his mother. Imagine how strange the city must have seemed after the empty desert: people **bustling** through the streets, merchants shouting about their **wares**, rich and poor living side by side.

Just a year after Muhammad returned to Mecca, his mother died. He then lived with

Inferential. What were the positives and negatives of Muhammad’s childhood among the Bedouins?

- » Positives may include the values of the Bedouins, the beauty of their poetry and stories, and having a foster family. Negatives may include the poverty, the danger, and being away from his mother.

Evaluative. How did life in Mecca differ from life in the desert?

- » Unlike the desert, Mecca was very busy and full of commerce. Also, rich and poor people lived side by side in Mecca.

Support

You may wish to spend more time on the “beauty” of the Bedouins’ life, linking this explicitly to their values and their poetry.

Inferential. The Reader states that upon returning to Mecca, Muhammad experienced “rich and poor living side by side.” Why would Muhammad not have seen this among the Bedouins?

- » According to the text, life among the Bedouins was difficult, with barely enough food and water to survive. We can infer that most of the Bedouins were poor and that there were not great differences in wealth among them.

his elderly grandfather, the head of the tribe, until he also died, just two years later.

In his first eight years of life, Muhammad had lost both parents, had been taken away from his foster family, and had then lived with his grandfather only for him, too, to die. This was a time when death and disease were common, but even so, Muhammad had a tragic childhood.

These losses may have made Muhammad particularly sensitive to the least powerful in society. He later preached that it was very important to help the most **vulnerable**, including orphans.

Fortunately, Muhammad's uncle, Abu Talib, the new head of the tribe, took him in. From the age of eight, Muhammad worked looking after the camels, traveling along Mecca's trade routes.

These trade routes were very dangerous; it was while traveling along them that Muhammad's father had died. The desert was **scorching** in the day and freezing at night. Most people walked for hundreds of miles, as camels were needed to carry the goods. During the day they had to watch for **raiders** who would attack caravans and leave the people to die. At night, people took turns keeping watch for wolves, hyenas, or thieves attempting to steal the camels.

Muhammad rose from being a **humble** camel boy to a merchant and his uncle's closest adviser. He earned a **reputation** for **integrity**. As a young man, Muhammad caught the eye of a wealthy widow and successful merchant named Khadijah, who asked Muhammad to marry her. Muhammad agreed, and they are said to have had a very happy and successful marriage resulting in several children.

The revelations

Muhammad lived quietly and peacefully for many years, busy with his business and his family. He was a thoughtful man, and sometimes

115

Literal. What hardships did Muhammad face after returning to Mecca?

- » Muhammad's mother and grandfather both died.

Inferential. According to the Reader, these hardships "may have made Muhammad particularly sensitive to the least powerful in society." What do you think this means?

- » Answers may vary, but students may infer that we may be able to understand better the misfortunes of others if we have experienced misfortunes ourselves.

Literal. What was Muhammad's first job for his uncle?

- » He looked after the camels during caravan journeys.

Challenge

Are there other events described in the Reader that might have made Muhammad sensitive to the least powerful?

- » Muhammad's time among the Bedouins, who were very poor, might have made him sensitive to the least powerful.

Evaluative. What were the dangers of Muhammad's job?

- » Answers may include the climate of the desert, the length of the journey, the predators, and the raiders.

- Read the following passage from page 115 aloud:

“Muhammad rose from being a humble camel boy to a merchant and his uncle's closest adviser. He earned a reputation for integrity.”

Inferential. What can we infer from these sentences about Muhammad's behavior while working for his uncle?

- » that people believed Muhammad acted honestly and honorably

- Direct the students in Small Group 1 to Activity Page 17.1. Work with them to complete the activity in class.
1. The text says Muhammad was believed to have been illiterate (unable to read and write) but that he “understood the importance of words and stories.” How do you think Muhammad might have gained this understanding during his time among the Bedouins? Provide evidence from the text.
 - » Answers will vary but should refer to the Bedouin men reciting long poems at night.
 2. Write two sentences comparing two different features of the lives of children in Muhammad’s time to your life today.
 - » Answers may include being separated from your parents, working from a young age, and being illiterate.
 3. How did Muhammad’s life in Mecca differ from his life among the Bedouins?
 - » Answers will vary but may include the size and commerce of Mecca, the different people in both places, and the disparities in wealth in the city.

CARAVAN PARAGRAPH, WRITING ACTIVITY (10 MIN.)

- Time permitting, bring the whole class together to complete Activity Page 17.2, and review the directions.
- Give students five minutes to write the paragraph. Tell them that it need not be longer than three sentences.
- When the class has finished, select students to read their paragraphs aloud to the class. Tell them to read in a very dramatic and expressive way.
- After students have read, remind them that Muhammad learned about the beauty of stories and language through listening to the poems and tales of the Bedouin men.

Inferential. How is hearing a text read aloud different from reading silently?

- » Guide students toward understanding that hearing someone describe an experience is often very different from reading about it. Hearing language spoken aloud can add drama, emotion, and beauty that might not be obvious in the written word.

Activity Page 17.2





Writing Adapting Language Choices

Entering/Emerging

Provide students with one-on-one teacher support while writing this paragraph.

Transitioning/Expanding

Have students work in small groups for the portion of this activity when students read their paragraph aloud; teacher first models reading with expression.

Bridging

Pair students with a peer who was identified in advance as able to support with writing.

Note: The following content is from Activity Page 17.2

Activity Page 17.2

Read the following passage, which describes life traveling in the desert with a caravan.

The desert was scorching in the day and freezing at night. Most people walked for hundreds of miles, as camels were needed to carry the goods. During the day, they had to watch for raiders who would attack caravans and leave the people to die. At night, people took turns keeping watch for wolves, hyenas, or thieves attempting to steal the camels.

Using facts from the passage, write a paragraph in the first person describing the experience of a person traveling with a caravan.

Lesson 17: The Birth of a New Religion

Language



GRAMMAR (15 MIN.)

Primary Focus: Students will identify and correct sentence fragments.

[L.4.1f]

- Tell students that today they will learn about sentence fragments, and that this lesson will help them write sentences that are complete and grammatically correct.
- Remind students that in the Middle Ages unit, they learned that every sentence must have a subject and a predicate.
- Direct students to the first three sentences you wrote or projected.
 - Hashim rose from being a poor camel boy to a wealthy merchant.
 - The Bedouins valued honor, bravery, and survival in the face of hardship.
 - Salim was a quiet and thoughtful man.

- Remind students that the subject of a sentence indicates who or what the sentence is about, and that the subject will always contain a noun.
1. Identify the subject in each of the first three sentences on the board.
 - » *Hashim, The Bedouins, and Salim*
 - Underline the subjects as they are correctly identified.
 - Remind students that in addition to a subject, a complete sentence must also contain a predicate, which describes the subject's action. A predicate always includes a verb.
 2. Identify the predicate in each of the first three sentences on the board.
 - » *rose from being a poor camel boy to a wealthy merchant; valued honor, bravery, and survival in the face of hardship; was a quiet and thoughtful man*
 - Circle the predicates as they are correctly identified.
 - If necessary, remind students that verbs can express action that is not visible.
 - For example, in the second sentence on the board, the verb *valued* is a thought verb, like *remembered*. The action takes place in the person's mind rather than in any external movement.
 - In the third sentence, the verb is *was*. Remind students that in the Middle Ages unit, they learned about verbs like *is*, *was*, and *am*, which are called *linking verbs*. Linking verbs link the subject of a sentence to the predicate but do not show action.
 - Again, tell students that the predicate of a sentence describes the subject's actions, then draw an arrow from each sentence's subject to its predicate.
 - Tell students to ensure when writing that each of their sentences contains both a subject and a predicate. Without both, a sentence is not complete. We call incomplete sentences *sentence fragments*.
 - Direct students to the following phrases from the board:
 - lived in Mecca for three years
 - the camel ran from the laughing hyena
 - two hundred miles from Medina
 - can last many days without drinking water
 - Read the phrases aloud. After reading each one, ask the class to indicate whether it is a complete sentence (with a thumbs-up) or a fragment (with a thumbs-down).



Language Connecting Ideas

Entering/Emerging

Provide one-on-one support to complete Activity Page 17.3.

Transitioning/Expanding

Provide students with small group instruction during the grammar lesson.

Bridging

Ensure students' work is checked and that they are provided with feedback before they are left to complete this activity independently for homework.

Activity Page 17.3



- Ask for volunteers to complete the fragments aloud so that they are complete sentences.

Sample answers:

- » The Bedouin lived in Mecca for three years.
- » Two hundred miles from Medina there was an oasis.
- » A camel can last many days without drinking water.

Take-Home Material

- Direct students to Activity Page 17.3 in their activity books. Go over the example with them and have them complete the activity for homework.

Note: The following content is from Activity Page 17.3 and includes suggested answers to activity questions.

Activity Page 17.3

Sentence Fragments

Indicate whether each of the following phrases is a complete sentence or a sentence fragment. Rewrite the sentence fragments as complete sentences by adding a subject or predicate.

E.g.: Shivered in the cold night air

complete sentence

x sentence fragment

The men shivered in the cold night air.

1. The spitting camel
 - » sentence fragment
2. The camel and the hyena were good friends
 - » complete sentence
3. Eleven camels outside the tent
 - » sentence fragment
4. The Bedouin boy chased the camel
 - » complete sentence
5. By selling his wares, the merchant earned money to buy a camel
 - » complete sentence

6. All the camels marching through the desert
 - » sentence fragment
 7. The camel spat at the Bedouin boy
 - » complete sentence
 8. The difficult life of a caravan camel
 - » sentence fragment
 9. **Challenge.** Circle the subject and underline the predicate of each complete sentence above.
-

MORPHOLOGY (15 MIN.)

Primary Focus: Students will correctly use the prefixes *un-*, *non-*, and *en-*, given the context of a sentence. [L.4.3]

Review the Prefixes *un-* and *non-*

- Tell students they will be reviewing some of the prefixes they learned in the Middle Ages unit.



Check for Understanding

Tell students to touch their nose when they hear you say a prefix they've heard. Say *-ly*, *-ing*, *en-*, *re-*, *-less*, *un-*.

1. What are prefixes?
 - » letters that change the meaning of a root word when they are added to the beginning of that word
- Remind students that once a prefix has been added to the beginning of a root word, the word is said to be “affixed.”
- Remind students that the prefix *un-* means “not” when it is added to a root word. For example, the word *unhappy* means “not happy,” or “sad”.
- Write *happy* and *unhappy* on the board. Label *happy* as a root word and *unhappy* as an affixed word.
 - happy
 - unhappy

2. What part of speech are the words *happy* and *unhappy*?
 - » adjectives
 - Remind students that the prefix *un-* does not change a word's part of speech.
3. Take a minute to write down all of the verb root words you can think of that have a different meaning when affixed with *un-*.
 - » Answers will vary but may include *wrap/unwrap*, *cover/uncover*, and *tie/untie*.
 - Write correct responses on the board.
4. What other prefix have we studied in this unit that means “not”?
 - » the prefix *non-*
5. Ask students if they can think of any root words that are changed to mean their opposite when affixed with *non-*.
 - » Answers will vary but may include the following words that were covered in the *Middle Ages* unit: *nonviolent*, *nonfiction*, *nonessential*, and *nonliving*.

Review the Prefix *en-*

- Remind students that in addition to the two “not” prefixes, they learned about the prefix *en-*, which means “to make.”
 - Write *dear* and *endear* on the board. Explain that *dear* means “beloved or precious,” and that *endear* means “to make beloved or precious.”
 - Remind students that the root words to which *en-* is affixed can be nouns or adjectives, but that once words are affixed with *en-*, they are always verbs.
 - Write the three root words below on the board.
 - circle
 - courage
 - sure
6. What do these words mean, and what parts of speech are they?

The definitions and parts of speech are:

 - » **circle, n.** a round, ring-like shape
 - » **courage, n.** bravery
 - » **sure, adj.** certain; positive - Affix the prefix *en-* to each of the root words on the board.
7. What do these words mean, and what part of speech are they?
 - » **encircle, v.** to surround
 - » **encourage, v.** to give support or confidence to someone
 - » **ensure, v.** to make certain of

Take-Home Material Preview

- Direct students to Activity Pages 17.4 and 17.5 in their activity books. Review the instructions and example together, and have them complete the activities for homework.

Note: The following content is from Activity Page 17.4 and includes suggested answers to activity questions.

Activity Page 17.4

un- and *non-*: Prefixes Meaning “not”

Under each of the following sentences, write a new sentence using the word written in parentheses. E.g.:

Writing fiction lets me use my imagination. (nonfiction)

He reads nonfiction to learn about the real world.

1. Plants and animals are all living beings. (nonliving)
 2. I like to give gifts, but I don’t like to wrap them. (unwrap)
 3. Playing cards with Grandpa is a pleasant way to spend an afternoon. (unpleasant)
 4. Water is essential to staying alive, but is sometimes hard to find in the desert. (nonessential)
-

Note: The following content is from Activity Page 17.5 and includes suggested answers to activity questions.

Activity Page 17.5

en-: Prefix Meaning “to make”

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

1. I know we’ll (enjoy) our day at the beach.
joy, enjoy, courage, encourage
2. The salesman hoped that smiling would (endear) him to customers.
case, encase, dear, endear
3. I packed an extra bottle of water to (ensure) that I would not be thirsty during the hike.
force, enforce, sure, ensure

Activity Pages
17.4 and 17.5



4. It took a lot of (courage) for Emily to audition for the school play.
courage, encourage, circle, encircle
5. The school (encased) all the trophies behind glass.
sure, ensured, case, encased
6. Hoping to (enrich) myself, I dug for gold in my backyard.
able, enable, rich, enrich

Lesson 17: The Birth of a New Religion

Writing



Primary Focus: Students will scan the text to find quotes about a particular topic.
[W.4.8]

MODEL SCANNING AND COPYING (5 MIN.)

- Direct students to the blank organizer you have projected or displayed. Remind them that they worked with graphic organizers during the Middle Ages unit.
- Explain that the graphic organizer is a useful tool for taking notes and organizing information from a text. This information can later be used for studying, making a presentation, or writing about the text.
- Explain the first two columns of the organizer. The first column is a list of subjects in the text that you will be researching. The second column will be filled in with quotes that you find in the Reader about each of those subjects.
- Tell students that they will work on the third column (“Notes for Paraphrasing”) in the next writing lesson.
- Tell students that today you will model finding quotes related to a particular topic and copying those quotes into the second column (“Quotes from the Reader”) of the organizer. Then they will independently practice finding quotes in the text relating to a particular topic and copying those quotes into their graphic organizers.

What do the subjects in the first column have in common?

- » Students should recognize that these are all lands or empires discussed in chapter 10.

- Model “thinking out loud” as you search for information on the Roman Empire. (For example, you might want to say: “The first subject I am researching is the Roman Empire, so I’ll take a look at the chapter to find some relevant quotes. I see that the Roman Empire is mentioned in the very first sentence of the chapter, so that’s probably a good place to start looking. As I look a little further, I see that the Reader talks about the Roman Empire being very large and powerful. I’ll start by copying that information into the organizer.”)
- In the “Quotes from the Reader” column of the organizer, copy the first Roman Empire quote as shown.
- Tell students that when quoting from the text, you should always include the page number on which you found the quote.
- Model checking the page number and writing it into the organizer before the quote.
- Continue modeling scanning the text for quotes, and copy the second quote about the Roman Empire into the organizer.
- Engage students in discussion as you continue to model. For example, ask students if they can find quotes about the Byzantine Empire. Write the quotes into the graphic organizer until your modeling organizer matches the student-facing organizer.
- Make sure to point out that you are including a page number for every quote.

SCAN TEXT AND COPY QUOTES (10 MIN.)

- Direct students to Activity Page 17.6, where they will find an organizer in which the quotes you modeled searching for and copying are already filled in.
- Have students work in pairs to complete the “Quotes from the Reader” column for the “Persian Empire” row of the organizer. Tell them that although they are working with a partner to find quotes, every student should complete his or her organizer. Circulate to offer assistance.
- As time allows, have students continue to complete the “Arabia” row of the “Quotes from the Reader” column of the organizer, either independently or in pairs.

Activity Page 17.6





Writing Writing

Entering/Emerging

Identify a small group to read with you and complete the graphic organizer on Activity Page 17.6 together.

Transitioning/Expanding

Have students work with a partner who can support them.

Bridging

Provide students with page numbers to reference the text when looking for quotes.

Lands and Empires Graphic Organizer

Subjects	Quotes from the Reader	Notes for Paraphrasing
Roman Empire	<p>p. 107 "The Roman Empire had dominated for centuries. It had covered land that over forty different countries occupy today."</p> <p>p. 108 "Many believed it would last forever. They were wrong."</p>	<p>2,000 years ago Roman Empire was powerful and huge</p> <p>Roman Empire did not last forever</p>
Byzantine Empire	<p>p. 108 "In the East, the Empire continued for 1,000 years under a different name: the Byzantine Empire."</p> <p>p. 109 "As was typical at the time, the Byzantines were always looking to conquer new territories and become more powerful and influential. They waged war against rival empires and used smaller, less powerful nations to help them."</p>	<p>Eastern Roman Empire became Byzantine Empire</p> <p>Byzantine Empire wanted to increase in size and power; went to war against other empires</p>
Persian Empire	<p>p. 109 "The Roman Empire had fought the Persians for hundreds of years, with constant battles and wars. The Byzantine Empire carried on the struggle."</p> <p>p. 109 "Trade was one of the reasons they fought: both empires wanted to control the taxes from trading."</p>	<p>Persian Empire fought against Romans and Byzantines</p> <p>Reason for fight was control of trade</p>
Arabia	<p>p. 110 "Arabia was a very diverse place. As people traveled, trading between the West and the East, some settled in Arabia. These included Christians and Jews, who believed in one god."</p> <p>p. 110 "Life was harsh and dangerous in the arid Arabian climate, and without a regular supply of water, families could not survive and settle in one place."</p>	<p>Arabia very diverse; different religions</p> <p>Harsh, dry climate; water was scarce</p>

Lesson 17: The Birth of a New Religion

Take-Home Material

LANGUAGE

Grammar and Morphology

- Have students take home Activity Pages 17.4 and 17.5.

Activity Pages
17.4 and 17.5



18

Muhammad's Early Life

PRIMARY FOCUS OF LESSON

Reading

Students will sequence events related to the spread of Islam throughout Muhammad's life. [RI.4.3]

Writing

Students will paraphrase information from the text. [W.4.8]

FORMATIVE ASSESSMENT

Activity Page 18.1

Map Activity Sequence events related to the spread of Islam throughout Muhammad's life.
[RI.4.3]

Activity Page 18.2

Sequencing Events Sequence events related to the spread of Islam throughout Muhammad's life.
[RI.4.3]

Activity Page 18.3

Muhammad's Childhood Graphic Organizer
Paraphrase information from the text.
[W.4.8]

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Review and Introduce	Whole Group	5 min.	<input type="checkbox"/> <i>Scholars, Traders, and Warriors: The Rise of an Empire</i> <input type="checkbox"/> Activity Page 18.1
Partner Read: Chapter 11	Partner	15 min.	
Use Maps and Text Together	Whole Group/ Partner	10 min.	
Read-Aloud	Whole Group	10 min.	
Wrap-Up	Whole Group	5 min.	
Writing (45 min.)			
Practice Paraphrasing	Whole Group/ Partner	10 min.	<input type="checkbox"/> Activity Pages 17.6, 18.2, 18.3
Complete Muhammad Timeline Activity	Whole Group/ Independent	10 min.	
Scan for Quotes and Write Notes	Whole Group	15 min.	
Introduce Sentence Paraphrasing	Whole Group/ Partner	10 min.	

ADVANCE PREPARATION

Writing

- Have the Lands and Empires Graphic Organizer (with the “Quotes” column completed) ready so you can model turning quotes from the Reader into notes for paraphrasing. You can access a digital version of the Lands and Empires Graphic Organizer (with the “Quotes” column completed) in the digital components for this unit.

Language

Grammar; Morphology

- Collect Activity Pages 17.3–17.5 to review and grade, as there are no grammar or morphology lessons today.

Universal Access

- Create a bulleted list of important events in Muhammad’s life, with dates and locations for each.
- Identify students who demonstrated a strong ability to paraphrase earlier in the unit.

ACADEMIC VOCABULARY

solitude, n. the state of being alone (12)

recitation, n. something spoken from memory (recite) (12)

scribes, n. people who copied documents before modern printing was invented (12)

compiled, v. put different texts together into a book (12)

pilgrimage, n. a journey to a place or shrine that is important to a religion (12)

preaching, v. speaking publicly, usually about religion (13)

revelations, n. the acts of a god revealing himself or herself (or his or her will) to a person (13)

blasphemy, n. words or actions that are offensive to a religion (13)

persecution, n. the mistreatment of a person or group (14)

bleak, adj. hopeless; depressing (14)

arbiter, n. a person with the authority to settle disputes (14)

tactics, n. procedures employed to gain success (14)

acknowledge, v. accept; recognize (15)

pardoned, v. forgave (15)

humiliated, v. caused a person or people to lose their dignity or self-respect (15)

authority, n. a source of information that people believe is correct (15)

sermon, n. a speech for the purpose of religious instruction (18)

idol, n. a statue or image worshiped as a god or as the representation of a god (18)

mosque, n. a place where Muslims worship (18)

ambiguity, n. uncertainty of meaning or intention (19)

discord, n. disagreement (19)

Start Lesson

Lesson 18: Muhammad's Childhood

Reading



Primary Focus: Students will sequence events related to the spread of Islam throughout Muhammad's life. [RI.4.3]

REVIEW AND INTRODUCE (5 MIN.)

- Remind students that in the first part of chapter 11, they read about Muhammad's childhood and his life as a merchant.

1. **Literal.** Where did Muhammad live after leaving the Bedouins?

» Mecca

2. **Literal.** What was Muhammad's job?

» He was a merchant and trader.

- Tell students that today they will read about Muhammad as a religious leader and about some of the important features of Islam.
- Tell students that they will begin with the section of chapter 2 titled "The Revelations."
- Have students turn to the table of contents and locate this section of the chapter.
- Preview the core vocabulary words before reading the second part of chapter 11.

- Begin by telling students that *revelations*, the third vocabulary word they will encounter in this part of chapter 2, is the title of the section.
- Have them find the word on page 13 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *revelations*, then have a student read the definition aloud.
- Explain the following:
 - the part of speech
 - alternate forms of the word
- Have students reference the vocabulary in their activity books while you read each word and its meaning.

solitude, n. the state of being alone (12)

recitation, n. something spoken from memory (recite) (12)

scribes, n. people who copied documents before modern printing was invented (12)

compiled, v. put different texts together into a book (12)

pilgrimage, n. a journey to a place or shrine that is important to a religion (12)

preaching, v. speaking publicly, usually about religion (13)

revelations, n. the acts of a god revealing himself or herself (or his or her will) to a person (13)

blasphemy, n. words or actions that are offensive to a religion (13)

persecution, n. the mistreatment of a person or group (14)

bleak, adj. hopeless; depressing (14)

arbiter, n. a person with the authority to settle disputes (14)

tactics, n. procedures employed to gain success (14)

acknowledge, v. accept; recognize (15)

pardoned, v. forgave (15)

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authority, n. a source of information that people believe is correct (15)

sermon, n. a speech for the purpose of religious instruction (18)

idol, n. a statue or image worshiped as a god or as the representation of a god (18)

mosque, n. a place where Muslims worship (18)

ambiguity, n. uncertainty of meaning or intention (19)

discord, n. disagreement (19)

PARTNER READ: CHAPTER 11 (15 MIN.)

- Have a student read The Big Question aloud:
 - “How did Muhammad become one of the most influential religious leaders of all time?”
- Explain that students will read to learn about Muhammad as a religious, political, and military leader.
- Pair students to read.
- Explain that both students will read the first page silently, and then one partner will read the page aloud. Next they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partners for help with sounding out or defining words as necessary.
- Tell students that they will be using the text they are about to read to create a map-based timeline, so they should pay particular attention to dates and place names.
- You may want to suggest that as students take turns reading to each other aloud, the student who is not reading should stop the reader whenever he or she reads a date. Working together, the partners should then make a note of what happened on that date and where.
- Have students read the sections titled “The Revelations” and “Medina and the Growth of Islam.”
- After they have finished reading, lead a class discussion based on the questions that follow.

he would leave the city for several days for the peace and **solitude** of the mountains. It was on one of these trips, in approximately 610, when Muhammad was around forty years old, that Muslims believe he had his first vision of the angel Gabriel. Muhammad heard Gabriel commanding him to recite a verse that would later become part of the Qur'an, the main religious text of Islam.

The Qur'an and the Hadith

The Qur'an ("the **recitation**") contains the messages Muhammad believed he heard from God through the angel Gabriel over a period of twenty-three years and which were written down by **scribes** and memorized by others during his lifetime. It consists of 114 *surahs*, or chapters, and is one of the authoritative sources on what Muslims should believe and how they should behave.

In addition to the Qur'an, Muslims follow the Hadith, a collection of reports on the teachings, deeds, and sayings of Muhammad and his close companions that was **compiled** after his death.

One of the Hadith summarizes what are generally called the Five Pillars of Islam:

Shahadah. The belief in one god, and Muhammad as his prophet

Salat. Prayer five times a day

Zakat. Giving a portion of one's income to the poor and needy

Sawm. Fasting during Ramadan, the ninth month of the Islamic calendar

Haji. **Pilgrimage** to Mecca once in a lifetime

116

Literal. What are the Five Pillars of Islam?

- » 1. Belief in one god, and Muhammad as his prophet
- 2. Prayer five times a day
- 3. Giving a portion of one's income to the poor and needy
- 4. Fasting during the month of Ramadan
- 5. Making a pilgrimage to Mecca once in one's lifetime

Inferential. In "The Qur'an and the Hadith," can you find evidence to explain why the poor and powerless might have been attracted to Muhammad's message?

- » Zakat, one of the Five Pillars of Islam, requires Muslims to help the poor and needy. This feature of Islam might have been especially attractive to the poor and powerless.



The Qur'an

Up until this moment, Muhammad had been a polytheist. But through his visions he came to believe there is only one God, the God of Abraham who is worshiped by Jews and Christians.

At first, Muhammad was terrified by his experiences. He first told only his wife, Khadijah, who comforted him and believed him. Then he shared what he had seen and heard with some of his closest relatives and friends, who also believed what he was saying. In 613, Muhammad started publicly **preaching** his message.

Muhammad continued to have visions, or **revelations**, throughout his life. They were collected after his death and together form the Qur'an. Muslims believe that the revelations in the Qur'an came from God, just as Jews believe that the Torah, their own holy book, is from God. Muslims see Muhammad as the last prophet (someone who speaks the will of God)—following Moses, Jesus, and others.

Medina and the Growth of Islam

Some welcomed Muhammad's message, particularly the less powerful and wealthy of Mecca. But for Muhammad's own tribe, the Quraysh, it was **blasphemy**. The Quraysh, who worshipped additional gods, did not like being told that their religion was wrong. They made life very difficult for Muhammad, particularly after his uncle Abu Talib and wife both died in 619.

The next three years were a constant struggle for the first followers of Muhammad, the first Muslims. They were facing violent

117

Literal. How did Muhammad's religious beliefs change?

- » He went from being a polytheist to believing in one god.

Evaluative. A convert is someone who changes his or her religious beliefs. From the evidence in the second paragraph on page 118 of the Reader, who were some of the first converts to Islam? What words in the text tell you this?

- » Some of the first converts were Muhammad's wife Khadijah and Muhammad's closest friends. We can infer this because the text says they "believed" his new message.

Challenge

What other reasons might the powerless have had to be attracted to a new religion?

- » You may wish to discuss that those who are living lives of difficulty and hardship are more likely to be open to change than those whose lives are pleasant and comfortable

The Abrahamic Religions

Muhammad came to believe that the god he heard through Gabriel was the God of Abraham, also worshipped by Jews and Christians. Muslims call that God “Allah” (the word for “the God” in Arabic).

Islam, Judaism, and Christianity are sometimes called the Abrahamic faiths, because they all trace their origin to Abraham, believed by Muslims, Jews, and Christians to be God’s first prophet. Followers of the Abrahamic faiths believe many of the same things, and follow many of the same practices. For example:

- All three religions are monotheistic, the belief in only one god.
- All three religions have Holy Scriptures that are believed to reveal the word of God (the Qur’an for Islam, the Torah for Jews, and the Old and New Testaments for Christians), as well as additional guides for living (in the Hadith for Islam and in the Talmud for Jews).
- The guidelines about food in Islam (*Halal*) have similarities to the guidance about food in Judaism (*Kashrut*).

persecution in Mecca; their future looked **bleak**. Some sought refuge in the Christian kingdom of Ethiopia.

Neighboring towns were beginning to hear about Muhammad’s message (and his reputation for honesty). In 622, the people of Yathrib, a town about 250 miles north of Mecca, invited him to become their **arbiter**, and in many ways the ruler of the town.

Muhammad agreed. He moved there that same year, in 622, and this became known as the first official year of the Islamic era, the year of the Hijra Calendar. Yathrib was renamed Medinat al-Nabi, which means “the Prophet’s city” (Medina for short).

118

Literal. Where did Muhammad move after Mecca, and why?

- » He moved to Yathrib (Medina), because the people there invited him and because he was being persecuted by the Quraysh in Mecca.

Literal. What position did the people of Medina invite Muhammad to fill in their city? Why was it an important position?

- » They invited him to be arbiter, which meant that in some ways he ruled the city. Their invitation for him to be arbiter shows that he had a reputation for integrity.

Muhammad's move to Medina as a ruler meant that for the first time, Muslims had political power, as they would continue to have to the present day. Over the following 12 years, Muhammad's reach grew rapidly. He used three **tactics**. He preached, winning many new believers; he conducted raids on nearby towns that fought him and his caravans as well; and he made deals with important people, additionally offering wealth to towns willing to join his "Community of Believers." But while his influence grew, he continued to struggle with the people of his own town, Mecca. Many Meccans refused to **acknowledge** Muhammad as a true prophet.

By 630, eight years after leaving Mecca, Muhammad had converted thousands of people to Islam. He was able to march to Mecca with a force of 10,000 men. When Mecca surrendered to Muhammad, he **pardoned** his enemies and gave them many important positions. By doing this, Muhammad showed his political wisdom. He knew that if he had **humiliated** the Quraysh

Religion and Politics

In the United States, the First Amendment of the Constitution prohibits the establishment of an official religion. This is sometimes called the "separation of church and state." For example, government funds cannot be used to benefit or advance the interests of a particular religion.

But for the Islamic and European dynasties of the Middle Ages, religion and government were not separate. Wars were often fought in the name of religion, and religious figures often had political and military **authority**. You cannot truly understand Muhammad's life, or what happened after his death, without remembering this. You also cannot understand the Crusades or life in the Middle Ages without understanding the relationship between religion and government.

119

Evaluative. How did Muhammad gain influence once he moved to Medina?

- » by preaching the message of Islam, conducting raids on surrounding towns, and offering wealth to important people who would join his "Community of Believers"

Inferential. Why was Muhammad able to lead a force of 10,000 men?

- » because he had converted so many to Islam

Support

Remind students that to convert means to change your belief system.



A map of Islam's expansion under Muhammad

they would have hated and tried to destroy him. By offering peace and power he instead made them his allies.

Once Muhammad had gained control of Mecca, he quickly used his expanding political and military power to expand Islam. By the time of his death in Medina in 632 CE, all of western Arabia was under his control, and a huge number of people had converted to Islam.

This was the first time that the region had been united by religion or politics. It had happened amazingly fast—just two years after Muhammad had conquered Mecca.

120

Evaluative. How many years after moving to Medina did Muhammad die? Look for dates in the text.

- » Muhammad moved to Medina in 622 and died in 632, 10 years later.

Inferential. What was remarkable about Muhammad's accomplishments in the 10 years between moving to Medina and his death?

- » In those 10 years, he went from being persecuted by the Quraysh to ruling all of western Arabia, which was a territory that had never been united before then.

USE MAPS AND TEXT TOGETHER (10 MIN.)

- Direct students to Activity Page 18.1 in their activity books (map activity). Review the map of Arabia, and ask students to locate Mecca and Medina on the map.
- Review the instructions and the one event that has already been filled in: "610: Muhammad had his first vision."
- Point out that the event that occurred in 610 is described after the date, and that there is a line drawn from the date to the mountains outside of Mecca on the map.
- Have students work in their reading pairs to (a) fill in the events for the rest of the dates listed, and (b) draw lines from each date to the name of the place where the event happened.

Note: The following content is from Activity Page 18.1 and includes suggested answers to activity questions.

Activity Page 18.1

On the lines below, fill in the events that took place in the years listed. Then, on the map on the following page, draw a line from each event to the name of the city where it took place.

610:

- » Muhammad had his first vision (line to mountains outside of Mecca).

613:

- » Muhammad began preaching publicly (line to Mecca).

619:

- » Muhammad's uncle and wife died (line to Mecca).

622:

- » The people of Yathrib/Medina invited Muhammad to be city's arbiter. Muhammad moved there (line to Medina).

630:

- » Muhammad conquered Mecca with a force of 10,000 men (line to Mecca).

632:

- » Pilgrimage to Mecca (line to Mecca)
- » Muhammad died (line to Medina).

Activity Page 18.1





Reading for
Information
Reading/Viewing Closely

Entering/Emerging

Complete Activity
Pages 18.1 and 18.2
in a small group with
teacher support.

Transitioning/Expanding

Provide students with the
bulleted list of events/
times/locations of
Muhammad's life that you
prepared in advance.

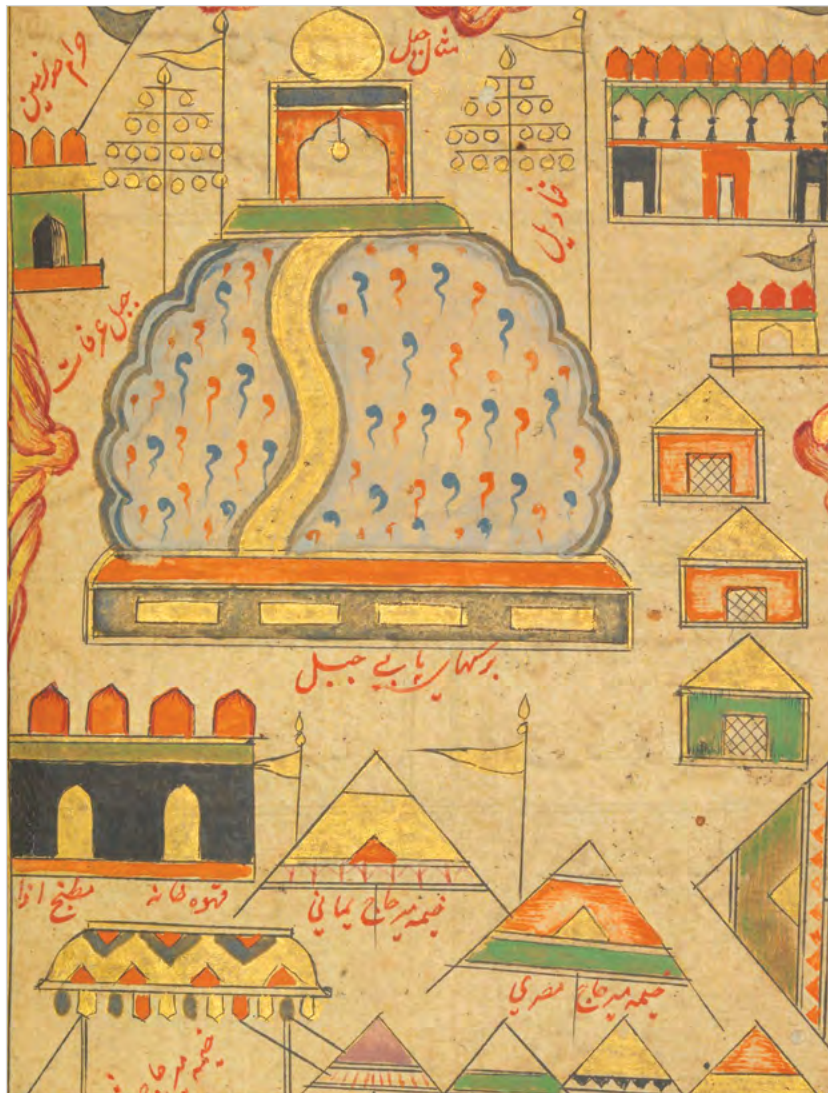
Bridging

Allow students to work with
a partner who will be able
to assist them in this task.



READ-ALoud (10 MIN.)

- Tell students you will be reading the rest of chapter 11 aloud, and that they should follow along closely.
- During or after the readings, lead a discussion based on the questions that follow.



Futuh al-Haramayn, a well-known Persian guide to the Holy Cities of Mecca and Medina

121

Literal. What are the two different branches of Islam?

- » Shia and Sunni

Evaluative. What was the original cause of the split into two branches?

- » the disagreement over whether Muhammad had named Ali as his successor
- Read the sentence, “Muhammad left a great legacy.” Tell students that one definition of *legacy* is “property or money that someone leaves to his or her family after death” (also known as an *inheritance*).

Inferential. Is this what *legacy* means in the Reader?

- » No. There is no mention in the Reader of Muhammad's leaving property or money to anyone.

Inferential. What do you think *legacy* means in the Reader, and how does that meaning connect to the first meaning?

- » Students should understand that *legacy* can also refer to the way one's life affects those who come after, even many generations after. In this sense Muhammad left a vast legacy. Both definitions of *legacy* have to do with someone's influence being felt even after he or she is gone.

- Tell students that they will now hunt in the Reader for clues about Muhammad's legacy.

Evaluative. The Reader tells us that in many ways, Muhammad's "influence after his death" was "most extraordinary." Although we have not yet read much about what happened after Muhammad's death, the text gives us some clues, in both chapter 10 and chapter 11, suggesting how influential Muhammad was after his death. Looking back at both chapters, what are some of these clues?

- » Answers may include the discussion of Jesus and Muhammad transforming the world (chapter 1, page 3); that there are billions of Muslims in the world (Chapter 10, page 107); the title of the unit, *Islamic Empires in the Middle Ages*; The Big Question of chapter 11, "How did Muhammad become one of the most influential religious leaders of all time?" (page 112); and that Muhammad's final sermon "led to the formation of two different branches of Islam—the Shia and the Sunni" (Chapter 11, page 123).

WRAP-UP (5 MIN.)

Evaluative. (Direct students to the "Religion and Politics" box on page 119 of the Reader.) Did governments and rulers in the Middle Ages practice "separation of church and state"?

- » No. In the Middle Ages governments and religion were closely connected, so that wars were often fought over religion, and religious leaders were often also government and military leaders.
- Remind students that a close connection between religion and politics did not occur only in the Islamic world. Earlier in the year they learned that during the Middle Ages, Christianity was also both a religion and a political force in many European countries.



Check for Understanding

Ask students if Islam was a religious or a political force. They should hold up one finger for religious, two for political, and three for both. Use the different answers to begin a discussion about the above point.

Evaluative. The Reader refers to Islam being a religion and a political force, “as it would continue to be up to the present day.” What do you think this means?

- » Answers will vary, but students should understand that beginning in Medina in 622, Islam as a religion became very closely tied to the government. Students may infer from the quote that there are still countries today where the rules and practices of Islam are closely connected to the government.
- To wrap up the chapter, you may wish to ask students for examples in chapter 2 of religion and politics being connected.
- **Support.** Provide students with some examples of the separation of church and state in the United States. For example, you might explain that public schools cannot teach that any one religion is superior to another, and that everyone is free to practice whatever religion they choose (or to practice no religion at all).

Lesson 18: Muhammad’s Childhood

Writing



Primary Focus: Students will paraphrase information from the text.

[W.4.8]

- Students will be working from the Lands and Empires Graphic Organizer begun in Lesson 17 (Activity Page 17.6).
- Included in the lesson below is the Lands and Empires Graphic Organizer (completed version), which includes suggestions for all the boxes.

PRACTICE PARAPHRASING (10 MIN.)

- Direct students to the Lands and Empires Graphic Organizer they worked on during the previous lesson (Activity Page 17.6).
- Remind them that during class they found quotes from the Reader describing the empires and lands listed in column one, and then wrote those quotes (and the numbers of the pages where the quotes were found) in their organizers in column two.
- Tell students that you will model how to turn those quotes into notes for paraphrasing. These notes will include the facts from the quotes written in a shortened form.

Activity Page 17.6



- Tell students that we call these “notes for paraphrasing” because we will later turn these notes into full sentences that are paraphrases of the original quotes.
- Tell students that a paraphrase is a restatement of something in your own words, and that you will practice paraphrasing together later in the lesson.
- Direct students to the Lands and Empires Organizer (with the “Quotes” column completed) that you have copied or displayed in digital form.
- Use “thinking out loud” to model the process of turning the quotes from the text into notes for paraphrasing. [An example of “thinking out loud” for modeling notes for paraphrasing: “Let me read over my first quote. The two main points in the sentence are that the Roman Empire was very powerful and very large. So that’s what I’ll write in my ‘Notes for Paraphrasing’ column.”]
- Emphasize the importance of writing key information in a shortened form, and in one’s own words.
- Engage the class in discussion as you continue to model rewriting the quotes in the organizer into note form. You may take suggestions from the class on how best to write the quotes in note form.
- Make sure to include a page number before each note, and remind students that notes for paraphrasing should always include a page number.
- After modeling taking notes on the quotes about the Roman and Byzantine Empires, have students work in pairs to write notes for paraphrasing about the Persian Empire and Arabia.

Note: The following content is from Activity Page 17.6 and includes suggested answers to activity questions.

Activity Page 17.6

Lands and Empires Graphic Organizer		
Subjects	Quotes from the Reader	Notes for Paraphrasing
Roman Empire	<p>page 107 “The Roman Empire had dominated for centuries. It had covered land that over forty different countries occupy today.”</p> <p>page 108 “Many believed it would last forever. They were wrong.”</p>	<p>2,000 years ago Roman Empire was powerful and huge</p> <p>Roman Empire did not last forever</p>
Byzantine Empire	<p>page 108 “In the East, the Empire continued for 1,000 years under a different name: the Byzantine Empire.”</p> <p>page 109 “As was typical at the time, the Byzantines were always looking to conquer new territories and become more powerful and influential. They waged war against rival empires and used smaller, less powerful nations to help them.”</p>	<p>Eastern Roman Empire became Byzantine Empire</p> <p>Byzantine Empire wanted to increase in size and power; went to war against other empires</p>

Persian Empire	<p>page 109 “The Roman Empire had fought the Persians for hundreds of years, with constant battles and wars. The Byzantine Empire carried on the struggle.”</p> <p>page 109 “Trade was one of the reasons they fought: both empires wanted to control the taxes from trading.”</p>	<p>Persian Empire fought against Romans and Byzantines</p> <p>Reason for fight was control of trade</p>
Arabia	<p>page 110 “Arabia was a very diverse place. As people traveled, trading between the West and the East, some settled in Arabia. These included Christians and Jews, who believed in one god.”</p> <p>page 110 “Life was harsh and dangerous in the arid Arabian climate, and without a regular supply of water, families could not survive and settle in one place.”</p>	<p>Arabia very diverse; different religions</p> <p>Harsh, dry climate; water was scarce</p>

Activity Page 18.2



COMPLETE MUHAMMAD TIMELINE ACTIVITY (10 MIN.)

- Remind students that earlier today they learned about the first part of Muhammad's life. Tell them that over the next few lessons, they will be writing an informative paragraph about Muhammad's childhood.
- Tell them that before beginning work on the paragraph, they will review the order of events in his life.
- Direct students to Activity Page 18.2 in their Activity Book, where they will put some of the events of Muhammad's life into chronological order. Review the activity instructions, and have students complete the activity independently or in pairs or small groups.

Note: The following content is from Activity Page 18.2 and includes suggested answers to activity questions.

Activity Page 18.2

Below are nine events in the life of Muhammad. Write a number next to each event to show the order in which the events occurred. To help you get started, three events have already been given numbers.

- » 2 Muhammad was born.
- 3 Muhammad was sent to live in the desert.
- 9 Muhammad became a close advisor to his uncle.
- 5 Muhammad returned to Mecca.
- 1 Muhammad's father died.
- 8 Muhammad worked for his uncle as a camel boy.
- 6 Muhammad's mother died.

- 7 Muhammad's grandfather died.
- 4 Muhammad worked for the Bedouins.

SCAN FOR QUOTES AND WRITE NOTES (15 MIN.)

- Remind students that they have now practiced scanning the text for quotes about a particular subject, copying those quotes into one column of a graphic organizer, and turning them into notes for paraphrasing in the next column.
- Tell students that they will now be using these skills to start working on their informative paragraphs about Muhammad's childhood.
- Direct students to the Muhammad's Childhood Graphic Organizer on Activity Page 18.3.
- The student-facing organizer will be blank except for the column headings and row subjects.
- Ask students what the subjects in column one all have in common. Students should recognize that each subject in the first column is a time period of Muhammad's childhood.
- Have students scan the text to find at least one quote describing Muhammad's childhood during each of the time periods. They should write these quotes in the correct rows in the "Quotes from the Reader" column and include a page number before each quote.
- In the "Notes for Paraphrasing" column, have students rewrite the quotes they found in note form. Make sure they include a page number before each paraphrased note.
- Tell students they should not yet write anything in the last column of the organizer.
- Circulate as students are copying quotes and paraphrasing them into note form. Remind them to locate and copy at least three quotes (one from each of the three time periods) before they begin writing in the "Notes for Paraphrasing" column.
- Included below is the Muhammad's Childhood Graphic Organizer (completed version), which offers suggestions for all the boxes.

Activity Page 18.3



Support

You may want to provide struggling students with a graphic organizer in which some quotes from the text are already added to column one.

- **Note:** The following content is from Activity Page 18.3 and includes suggested answers to activity questions.

Activity Page 18.3

Muhammad's Childhood Graphic Organizer			
Subjects	Quotes from the Reader	Notes for Paraphrasing	Full-Sentence Paraphrases (Detail Sentences)
Birth and Infancy	<p>page 112 "Muhammad's father died before he was born. In the sixth century in Arabia, your father's death meant you were legally an orphan."</p> <p>page 112 "While still a baby, Muhammad was sent by his mother to be raised, as was traditional for infants in Mecca, in the desert among the Bedouins."</p>	<p>father died before Muhammad was born; death of father left him an orphan</p> <p>Sent away to Bedouins in desert as a baby</p>	<p>Muhammad's father died before he was born, leaving him an orphan.</p> <p>His mother sent him away to be raised by Bedouins in the desert when he was a baby.</p>
Life Among the Bedouins	<p>page 113 "Life for the Bedouins was difficult and dangerous. Finding enough water in the desert to survive was a constant struggle."</p> <p>page 113 "As a boy he would have tended to the camels, taking them to the well to drink and watching out for hyenas and other predators."</p>	<p>difficult life with Bedouins; water was scarce</p> <p>worked hard at young age caring for camels</p>	<p>Muhammad lived in the desert among the Bedouins, where food and water were scarce.</p> <p>From a very young age, Muhammad had to work taking care of the Bedouins' camels.</p>
Return to Mecca	<p>page 114 "At five, Mohammed was taken from his Bedouin foster family, the only family he had ever known, and returned to Mecca and his mother."</p> <p>page 115 "Just a year after Muhammad returned to Mecca, his mother died. He then lived with his elderly grandfather, the head of the tribe, until he also died, just two years later."</p>	<p>separated from Bedouin foster family at age five</p> <p>mother and grandfather died within few years of Muhammad's return to Mecca</p>	<p>When he was only five, Muhammad was separated from his Bedouin family.</p> <p>Within a few years of his returning to Mecca, Muhammad's mother and grandfather died.</p>

INTRODUCE SENTENCE PARAPHRASING (10 MIN.)

- Tell students that now that they have completed the first two columns of their organizers, they will practice full-sentence paraphrasing.
- Ask for a volunteer to tell you, using a complete sentence, about an accomplishment he or she is proud of.
- Write the sentence on the board. Example: *I taught my six-year-old sister the rules of football.*
- Paraphrase the sentence beneath the original sentence. Example: *I explained the rules of football to my little sister.*
- Break students into pairs, and give every student an index card. Tell students to write, on one side of the card, a complete sentence describing something fun they did last summer. Then have partners swap cards and tell students to rewrite their partner's sentence on the other side of the card, in their own words. You may provide the examples below to help students understand the exercise. Examples:
 - Student one writes: *I went to the town pool almost every day.*
 - Student two writes: *I spent a lot of time swimming.*
 - Student one writes: *I visited my grandma and grandpa in Vermont for two weeks.*
 - Student two writes: *I spent a couple of weeks at my grandparents' house in Vermont.*
- Tell students that they have just practiced an important writing skill called *paraphrasing*.
- Tell students that full-sentence paraphrasing is restating something as a full sentence in your own words without changing the meaning.
- Allow students to share an original sentence written by their partners and their paraphrase of the sentence.

~~~~~End Lesson~~~~~



Writing  
Writing

### Entering/Emerging

Give students one-on-one support for full-sentence paraphrasing activity.

### Transitioning/Expanding

Have students work in a small group with your support while practicing paraphrasing with a partner.

### Bridging

Ensure each student is paired with one of the students you listed in advance to assist with paraphrasing.

# Battle of Yarmouk

## PRIMARY FOCUS OF LESSON

### Reading

Students will present annotated diagrams of the Battle of Yarmouk.

[RI.4.7]

### Grammar

Students will generate a sentence for each of the four types (interrogative, exclamatory, declarative, and imperative). [L.4.1]

### Morphology

Students will use words with the root *graph* accurately in sentences.

[L.4.4b]

### Spelling

Students will pronounce and practice using spelling words in sentences.

[L.4.4]

## FORMATIVE ASSESSMENT

### Activity Page 19.1

**Annotate the Diagram** Present annotated diagrams of the Battle of Yarmouk. [RI.4.7]

### Activity Page 19.2

**The Four Sentence Types** Generate a sentence for each of the four types (interrogative, exclamatory, declarative, and imperative). [L.4.1]

### Activity Page 19.3

**Graph Practice** Use words with the root *graph* accurately in sentences. [L.4.4b]

### Activity Page 19.4

**Spelling Practice** Pronounce and practice using spelling words in sentences. [L.4.4]

### Activity Page 19.5

**Using Spelling Words in Sentences** Pronounce and practice using spelling words in sentences. [L.4.4]

## LESSON AT A GLANCE

|                                 | Grouping                    | Time    | Materials                                                                                                                                                                                                                                                                              |
|---------------------------------|-----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (45 min.)               |                             |         |                                                                                                                                                                                                                                                                                        |
| Introduce the Chapter           | Whole Group                 | 5 min.  | <input type="checkbox"/> <i>Scholars, Traders, and Warriors: The Rise of an Empire</i><br><input type="checkbox"/> Battle of Yarmouk diagrams<br><input type="checkbox"/> Activity Page 19.1                                                                                           |
| Read-Aloud: “Day 1” and “Day 2” | Whole Group                 | 10 min. |                                                                                                                                                                                                                                                                                        |
| Explain the Battle Diagrams     | Whole Group                 | 5 min.  |                                                                                                                                                                                                                                                                                        |
| Close Read and Reenact          | Small Group/<br>Partner     | 20 min. |                                                                                                                                                                                                                                                                                        |
| Wrap-Up                         | Whole Group                 | 5 min.  |                                                                                                                                                                                                                                                                                        |
| Language (45 min.)              |                             |         |                                                                                                                                                                                                                                                                                        |
| Grammar                         | Whole Group/<br>Partner     | 15 min. | <input type="checkbox"/> Sentence Types Poster<br><input type="checkbox"/> Activity Page 19.2<br><input type="checkbox"/> Roots Poster<br><input type="checkbox"/> Activity Page 19.3<br><input type="checkbox"/> Spelling Chart<br><input type="checkbox"/> Activity Pages 19.4, 19.5 |
| Morphology                      | Whole Group/<br>Independent | 15 min. |                                                                                                                                                                                                                                                                                        |
| Spelling                        | Partner                     | 15 min. |                                                                                                                                                                                                                                                                                        |
| Take-Home Material              |                             |         |                                                                                                                                                                                                                                                                                        |
| Spelling                        |                             |         | <input type="checkbox"/> Activity Page 19.4                                                                                                                                                                                                                                            |

## ADVANCE PREPARATION

### Reading

- Prepare to display digital versions of the Battle of Yarmouk diagrams, which are available in the digital components for this unit. At a minimum, ensure that you can display or copy on the board the Day 2 diagram.
- Prepare to divide the class into four groups representing four days of the Battle of Yarmouk, as described below.
- Write the following group roles on the board. Alternatively, you can access a digital version of the group roles in the digital components for this unit.
  - Day 2: Narrator, General Vahan, General Abu Ubayda, Byzantine soldiers, Muslim soldiers, Muslim wives
  - Day 3: Narrator, General Vahan, General Abu Ubayda, Byzantine soldiers, Muslim soldiers, Muslim wives
  - Day 4: Narrator, General Vahan, General Abu Ubayda, Byzantine soldiers, Muslim soldiers
  - Day 6: Narrator, General Vahan, General Abu Ubayda, Byzantine soldiers, Muslim soldiers
- If for any reason you decide that students should not reenact troop movements, you may have them re-create the diagrams on the board instead. If you choose this option, have students re-create the diagrams in the order in which the action occurred.

### Language

#### Grammar

- Write the following sentences on the board, and cover them with paper:
  1. I'd like to write myself a note before we begin the lesson.
  2. Does anyone have a pencil I can borrow?
  3. Raise your hand if you have an extra pencil.
  4. Wow, what a helpful class!
- Prepare a Sentence Types Poster to hang in the classroom and refer to during class. Alternatively, a digital version of the poster is available in the digital components for this unit. The text of the poster is on the following page.

## The Four Sentence Types

### 1. Declarative Sentence

- Definition: a simple statement
- Punctuation: ends in a period
- Example: My mother's name is Roberta.

### 2. Interrogative Sentence

- Definition: a question
- Punctuation: ends in a question mark
- Example: What did you do over the weekend?

### 3. Imperative Sentence

- Definition: a command or order
- Punctuation: can end in a period or an exclamation point
- Example: Meet me in the treehouse.

### 4. Exclamatory Sentence

- Definition: a statement expressing excitement or emotion
- Punctuation: ends in an exclamation point
- Example: I am so mad at my brother!

## Morphology

- Make sure the Roots Poster from Lesson 11 of *The Middle Ages* is displayed. Alternatively, a digital version of the poster is available in the digital components for this unit.

## Spelling

- Prepare a large version of the Spelling Chart in this lesson to hang in the classroom. Alternatively, a digital version of the chart is available in the digital components for this unit.

## Universal Access

- Make a small version of the Sentence Types Poster to have available as a personal reference for students.
- Record yourself or a student saying each sentence type with appropriate intonation to model fluency.
- Create visual cue cards for each of the academic vocabulary words.



## ACADEMIC VOCABULARY

**ploy, n.** a maneuver designed to fool an enemy (30)

**overwhelmed, v.** felt unable to handle a situation (30)

**thwarted, v.** prevented from accomplishing something (30)

**retired, v.** went to bed (30)

**fray, n.** battle (31)

**havoc, n.** confusion (31)

**blow, n.** a sudden attack (32)

**outwitted, v.** outsmarted (32)

**three-pronged, adj.** three-part (32)

**maneuver, n.** a planned movement of troops (32)

**self-loathing, n.** a feeling of disgust about oneself (33)

**courier, n.** messenger (33)

**truce, n.** an agreement that puts an end to fighting (33)

Start Lesson

### Lesson 19: The Battle of Yarmouk

# Reading



**Primary Focus:** Students will present annotated diagrams of the Battle of Yarmouk. [RI.4.7]

## INTRODUCE THE CHAPTER (5 MIN.)

- Remind students that yesterday they learned about the preparations for the Battle of Yarmouk, a turning point in history. Tell them that today they will be learning in depth about the battle.
- Have students turn to the table of contents of the Reader, locate chapter 12, and then find the section on the Battle of Yarmouk and turn to “Day 1.”
- Preview the core vocabulary words before reading this section of the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this section is *ploy*.
- Have them find the word on page 134 of the Reader. Explain that each word is bolded the first time it appears in the chapter.

- Have students refer to the glossary at the back of the Reader and locate *ploy*, then have a student read the definition aloud.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference page 47 of their activity books (Vocabulary) while you read each word and its meaning.

**ploy, n.** a maneuver designed to fool an enemy (30)

**overwhelmed, v.** felt unable to handle a situation (30)

**thwarted, v.** prevented from accomplishing something (30)

**retired, v.** went to bed (30)

**fray, n.** battle (31)

**havoc, n.** confusion (31)

**blow, n.** a sudden attack (32)

**outwitted, v.** outsmarted (32)

**three-pronged, adj.** three-part (32)

**maneuver, n.** a planned movement of troops (32)

**self-loathing, n.** a feeling of disgust about oneself (33)

**courier, n.** messenger (33)

**truce, n.** an agreement that puts an end to fighting (33)

### READ-ALOUD: “DAY 1” AND “DAY 2” (10 MIN.)

- Remind students that in the previous lesson, they read about the preparation for the Battle of Yarmouk, one of the most important battles in history.
- Tell students that today they will be reading about what happened in the battle and using diagrams and their own movements to re-create the action.
- Tell students that you will read aloud the sections about the first two days of the battle, after which they will work on the remainder of the text in groups.
- Remind students to follow closely in the text as you read.
- Read “Day 1” and “Day 2” aloud. During or after the reading, lead a discussion centered on the questions that follow.



### Speaking and Listening Adapting Language Choices

#### Entering/Emerging

Create visual cue cards for each of the academic vocabulary words.

#### Transitioning/Expanding

Conduct the vocabulary review with a small group of students getting teacher support.

#### Bridging

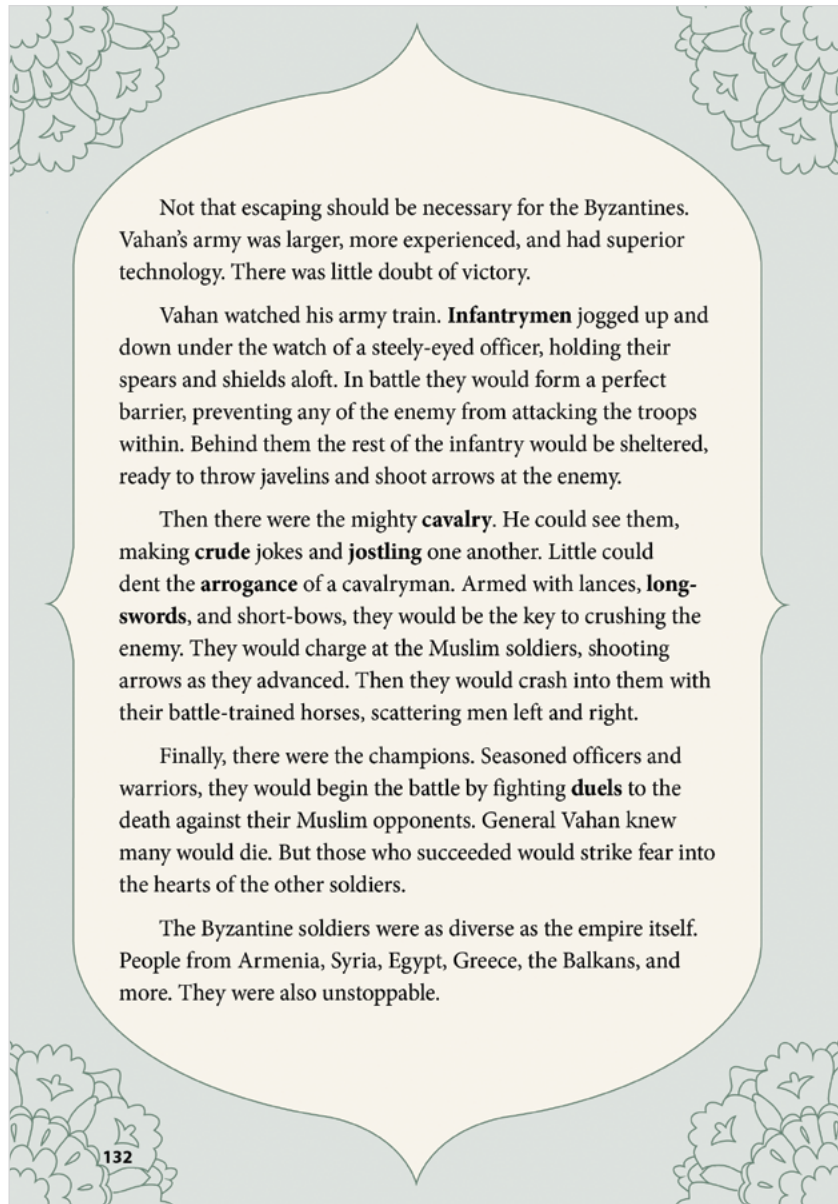
Ensure each student is partnered with a peer during the reading who shows strength in decoding new vocabulary.

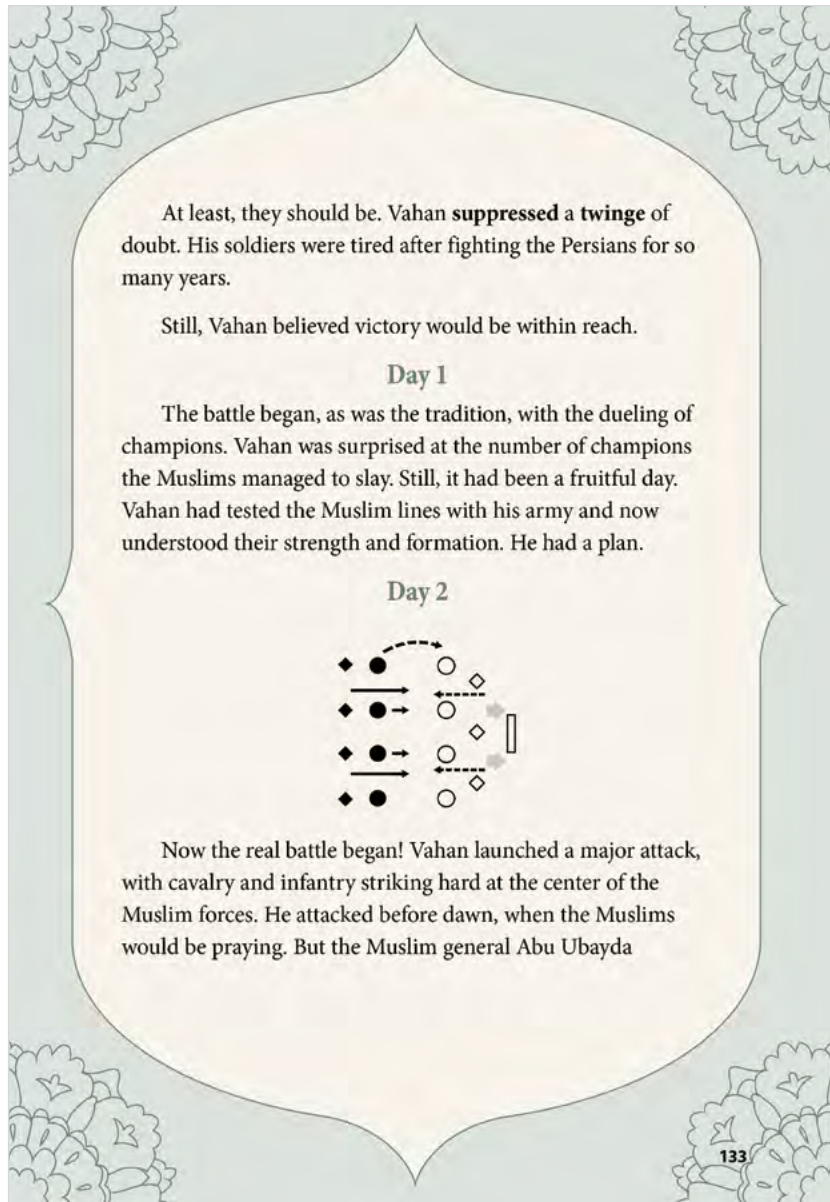
## Challenge

Look back at the paragraph on page 132 that begins, “Finally, there were the champions.” Based on this text, why might Vahan have been upset about the Muslims defeating so many of the Byzantine champions?

» The success of the Byzantine champions was supposed to “strike fear” into the Muslim soldiers.

Instead, the Muslim soldiers defeated many Byzantine champions.



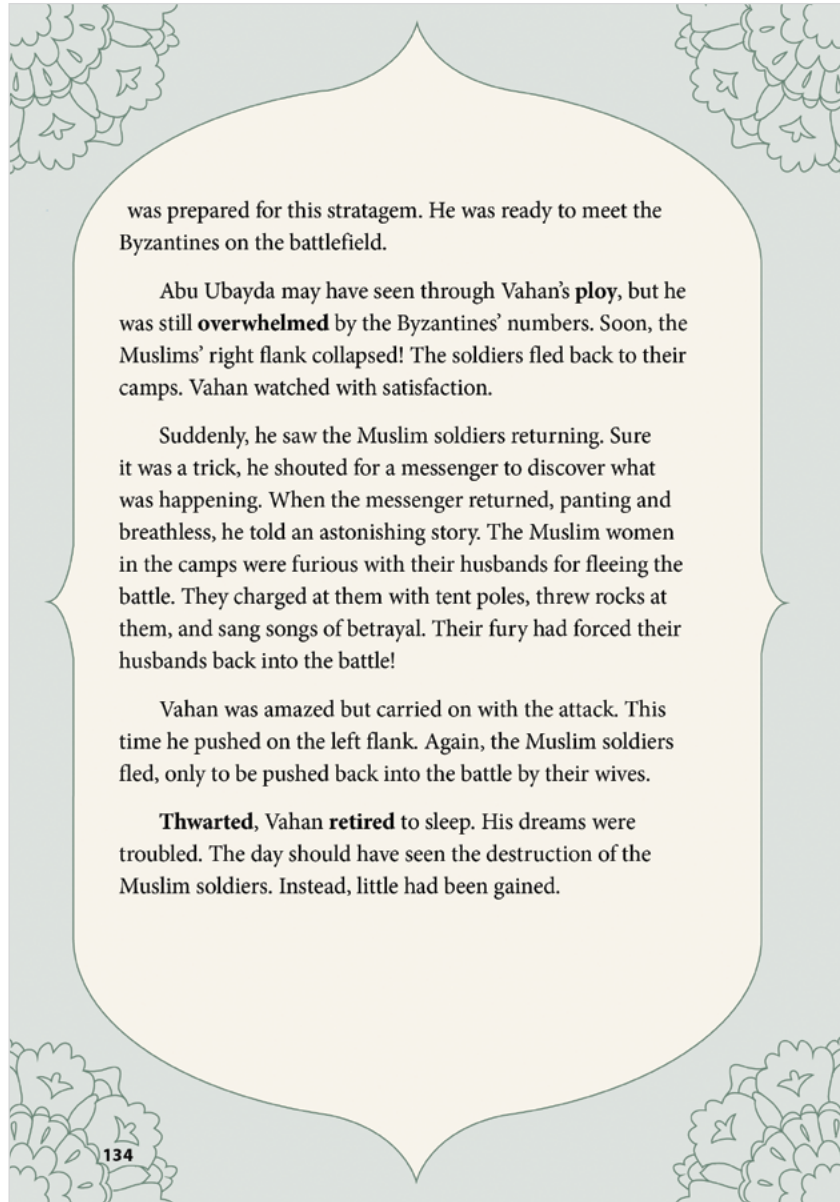


**Literal.** What was the tradition for the first day of battle?

- » the dueling of champions

**Evaluative.** Why was Vahan both surprised and pleased after the first day of the battle?

- » He was surprised because the Muslim champions were more successful than he expected. He was pleased because after testing the Muslim lines, he had a better understanding of their strength and formation.



## Support

If students struggle with this question, ask them the following scaffolding questions:

When did Vahan attack?

» at dawn

Was the Muslim army prepared for this attack?

» no

**Evaluative.** The text states that "Abu Ubayda may have seen through Vahan's ploy." What is the *ploy* that the sentence refers to? If you do not remember what *ploy* means, look in the glossary.

» the attempt to attack at dawn while the Muslims were praying

**Literal.** Who prevented the Muslim army from retreating on Day 2?

» the wives of the soldiers, who pushed back the soldiers who were fleeing

**Evaluative.** What three tactics did the Muslim women use to prevent their husbands from fleeing?

» charging at them with tent poles, throwing rocks at them, and singing songs of betrayal

**Inferential.** Why were Vahan's dreams troubled?

» because he had expected to defeat the Muslims on Day 2, but did not

## EXPLAIN THE BATTLE DIAGRAMS (5 MIN.)

- Direct students to the digital projection of the battle diagrams. Tell them that these are the same diagrams that appear in the Reader.
- Review the key to the diagrams, including explaining the following:
  - The white symbols represent the Muslim army.
  - The black symbols represent the Byzantine army.
  - The white circles represent the Muslim mobile guard.
  - The black circles represent the Byzantine infantry.
  - The diamonds represent the cavalry.
  - A solid thin arrow represents the first attack of the day.
  - A dotted thin arrow represents the second attack of the day.
  - A thick arrow represents a retreat.
- Demonstrate to students how the movements of the troops are illustrated on the Day 2 diagram, including how:
  - Solid thin arrows represent the cavalry and infantry striking hard at the Muslims' center.
  - Thick arrows represent the Muslims' retreat.
  - Dotted thin arrows represent the return of the Muslim soldiers.
- Tell students that in a couple of minutes you will read the text of "Day 2" aloud, and that some of them will pantomime the action of the battle.
- Tell students that to pantomime is to act something out using gestures and facial expressions, but not words.
- Select students to play General Vahan, General Abu Ubayda, the Byzantine soldiers, the Muslim soldiers, and the Muslim wives. Have everyone you selected come to the front of the room.
- Tell the selected students that you will read the text aloud again, and that when they hear their character mentioned, they should pantomime the action described in the text.
- Read "Day 2" as students pantomime the action.
- Afterward, have the actors go to the board/display and show the class how their action is represented on the Day 2 diagram.



- Divide the class into four groups: Day 2, Day 3, Day 4, and Day 6.
- Tell students that they will be working on pantomimes for their days of battle later in the lesson.
- Have students independently read the Reader text about the day they were assigned.
- Review the instructions and the example. Explain that in the example, the straight, thin dotted arrows show the action (the Muslim men returning to battle) that is described in the quote from the Reader.
- Have students complete the activity.

Activity Page 19.1



Annotate the Diagram: Annotate the diagram that applies to the day you have been assigned. Take each sentence in the text that describes an “action,” and copy it underneath the diagram. Then draw a line from the sentence to the arrow or symbol on the diagram that represents it. An example is below.

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- Direct students to the group roles as written on the board or displayed digitally. Assign these roles within each group, or have groups assign the roles themselves. Note that it is important for a strong reader to be the narrator in each group.
  - Day 2: Narrator, General Vahan, General Khalid, Byzantine soldiers, Muslim soldiers, Muslim wives
  - Day 3: Narrator, General Vahan, General Khalid, Byzantine soldiers, Muslim soldiers, Muslim wives
  - Day 4: Narrator, General Vahan, General Abu Ubayda, Byzantine soldiers, Muslim soldiers
  - Day 6: Narrator, General Vahan, General Abu Ubayda, Byzantine soldiers, Muslim soldiers
- If there are more students than characters in any group, multiple students can play soldiers of either army. If there are more characters than students, students can take on multiple roles.
- Tell students they will now work in their groups to prepare pantomimes of the day of battle assigned to them.
- Tell students that in the presentations they prepare, the narrator should read the text aloud, and the rest of the students should pantomime the action of the characters they were assigned. Tell them that the pantomimes should show the troop movements of the day and the generals planning and reacting to the troop movements.
- Remind students that in a pantomime they can show facial expressions and dramatic gestures, but that only the narrators should be speaking aloud.
- Have students prepare their presentations.
- After about 10 minutes, have the Day 2, Day 3, and Day 4 groups perform their presentations.
- After each presentation, have a group representative point to the arrows on the diagram of his or her day to explain the presentation.
- Tell students that the class will now learn about Day 5, and then the Day 6 group will perform its presentation to show the class how the battle ended.
- Read “Day 5” aloud, then lead a discussion based on the questions that follow.



## Support

Point to *self-loathing* and the hyphen between the words. Ask students how *self* relates to *loathing*. Ensure students understand that *self* is used to show that the *loathing* is applied to the person being described.

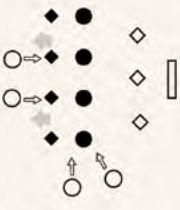
**Day 5**

Vahan had been fighting for four days against an inferior force. He had killed many, but many had died on his own side, too. He had failed to gain any ground. Filled with **self-loathing** but knowing it was necessary, he sent a courier to the Muslim camp offering a truce.

After some hours, the **courier** came galloping back. "General," he gasped, "they have declined the truce. Battle will begin again tomorrow."

For the first time, Vahan knew real fear. By offering a **truce** he had signaled to the Muslims that he might lose. Now they would be excited and eager, believing they could win. He could be in trouble.

**Day 6**



The sixth day of battle dawned. Vahan looked at his troops, seeing the worry in them that he tried to mask on his own face.

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**Literal.** What did General Vahan feel at the beginning of Day 5?

» self-loathing



## Check for Understanding

Ask students to show you with a thumbs-up or a thumbs-down if they think Vahan was feeling optimistic or pessimistic after Day 5.

**Literal.** How did Vahan feel after Day 5?

» He felt “real fear.”

**Evaluative.** Why did he feel fear?

» By offering a truce, he thought the Muslims would now believe that they could win.

- Have the Day 6 group perform its presentation.

### WRAP-UP (5 MIN.)

- Ask students the following questions.
1. **Evaluative.** How has this text helped us answer The Big Question of chapter 3, “How did people in the remote region of Arabia defeat two mighty empires?”
    - » It has described a historic battle in which the Muslims, “through strategy and determination,” defeated the army of the Byzantines, one of the mighty empires.
  2. **Inferential.** Was the outcome of battle surprising? Find a piece of evidence from the text to back up your answer.
    - » Yes. The evidence students provide will vary but may include that it was surprising because the Muslim armies came from a “remote” region and because the Byzantine army “was larger, more experienced, and had superior technology.”
  3. **Evaluative.** Can you name two events in the Battle of Yarmouk that helped the Muslims achieve victory?
    - » Answers will vary but may include the success of the Muslim champions, General Abu Ubayda being prepared for General Vahan’s predawn attack, the wives of the soldiers forcing them back into battle, and General Abu Ubayda’s three-pronged attack.

### Lesson 19: The Battle of Yarmouk

# Language



### GRAMMAR (15 MIN.)

**Primary Focus:** Students will generate a sentence for each of the four types (interrogative, exclamatory, declarative, and imperative). **[L.4.1]**

- Remind students that last week they learned about sentence fragments and run-on sentences. Ask for volunteers to provide examples of fragments and run-ons.
- Tell students that today they will be learning about the four sentence types.
- Say to students: “Before we start, I need to write something down. Does anyone have a pencil I can borrow? Raise your hand if you have an extra pencil. Wow, what a helpful bunch!”

- Tell the students you did not really need a pencil, but they have just heard an example of each of the four sentence types.
  - Direct students to the sentences you prepared in advance:
1. I'd like to write myself a note before we begin the lesson.
  2. Does anyone have a pencil I can borrow?
  3. Raise your hand if you have an extra pencil.
  4. Wow, what a helpful bunch!
- As you go over the sentence types, refer to the Sentence Types Poster.  
What punctuation mark ends sentence 1?  
» a period
  - Tell students that sentence 1 is a declarative sentence, the most common type of sentence. A declarative sentence is a simple statement that ends in a period.
  - Tell students that a declarative sentence does not necessarily have to be a true statement. Provide the following example as a declarative sentence that is not true: "There are no cats in America."
  - Direct students' attention to the definition of a declarative sentence on the poster. "Declarative Sentence—a simple statement"
  - Provide the class with a few examples of declarative sentences, and ask students for examples. Possible examples:
    - A group of geese is called a "gaggle."
    - She isn't hungry.
    - I will call you later.
  - Redirect students to the sentences you prepared in advance.  
What punctuation mark ends sentence 2?  
» a question mark
  - Tell students that sentence 2 is an interrogative sentence. An interrogative sentence is a question and always ends with a question mark.
  - Direct students to the definition of an interrogative sentence on the poster. "Interrogative Sentence—a question"

- Provide the class with a few examples of interrogative sentences and ask students for examples. Possible examples:
  - Where was the caliph born?
  - How many cats live in America?
  - Will you call me later?
- Redirect students to the sentences you prepared in advance.
 

What punctuation mark ends sentence 3?

  - » a period

What was the first sentence type you learned about that also ends in a period?

  - » a declarative sentence
- Tell students that even though it ends in a period, “Raise your hand if you have an extra pencil,” is not a declarative sentence because it is a direct command or order. A sentence that is a command or order is called an imperative sentence.
- Direct students to the definition of an imperative sentence on the poster.
 

“Imperative Sentence—a command or order”
- Tell students that an imperative sentence can end in a period or an exclamation point. A more forceful or urgent command would end in an exclamation point.
- Provide the class with a few examples of imperative sentences, and ask students to provide a few examples. Make sure your examples include both imperative sentences that end in a period and imperative sentences that end in an exclamation point. Possible examples:
  - Please follow me.
  - Put out that fire!
  - Call me later.
- Redirect students to the sentences you prepared in advance.
 

What punctuation mark ends sentence 4?

  - » an exclamation point
- Tell students that sentence 4 is an exclamatory sentence, and that an exclamatory sentence is a statement expressing excitement or emotion. An exclamatory sentence always ends in an exclamation point.
- Direct students to the explanation of an exclamatory sentence on the poster.
 

“Exclamatory Sentence—a statement expressing excitement or emotion”

- Provide the class with a few examples of exclamatory sentences, and ask students to provide examples. Possible examples:

- I hate pizza!
- You can't bring a kangaroo in here!
- We won!

## Take-Home Material Preview

### Grammar

- Direct students to Activity Page 19.2 in their activity books. Review the directions, and have students complete the activity for homework.

**Note:** The following content is from Activity Page 19.2 and includes suggested answers to activity questions.

### Activity Page 19.2

For items 1–10, circle the correct sentence type.

Declarative sentence—a simple statement

Interrogative sentence—a question

Imperative sentence—a command or order

Exclamatory sentence—a statement expressing excitement or emotion

1. Pass the pickles.  
» declarative interrogative **imperative** exclamatory
2. What time did you wake up?  
» declarative **interrogative** imperative exclamatory
3. I'll be home before dark.  
» **declarative** interrogative imperative exclamatory
4. That is the funniest thing I ever heard in my entire life!  
» declarative interrogative imperative **exclamatory**
5. You're drinking poison!  
» declarative interrogative imperative **exclamatory**
6. Who made you the boss?  
» declarative **interrogative** imperative exclamatory



## Speaking and Listening Adapting Language Choice

### Entering/Emerging

Teach grammar lesson with a small group ensuring that each student has an opportunity to read sentence types aloud.

### Transitioning/Expanding

Provide students with the recording you prepared in advance to use to refer to accurate intonation of a sentence type.

### Bridging

Pair students with a strong peer who can model fluency well.

### Activity Page 19.2



7. Ignore your sister.  
» declarative interrogative **imperative** exclamatory
8. I read that book last year.  
» **declarative** interrogative imperative exclamatory
9. Abraham Lincoln invented mayonnaise.  
» **declarative** interrogative imperative exclamatory
10. There's a shark in the pool!  
» declarative interrogative imperative **exclamatory**
11. Write an example of each of the four sentence types.  
Declarative Sentence:  
Interrogative Sentence:  
Imperative Sentence:  
Exclamatory Sentence:
- 

## MORPHOLOGY (15 MIN.)

**Primary Focus:** Students will use words with the root *graph* accurately in sentences. [L.4.4b]

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- Tell students that today they will study another root word.  
What root word have we already reviewed in this unit, and what does that root mean? You may refer to the Roots Poster.  
» *arch*
- Tell students that they will now be looking at the root word *graph*, which comes from ancient Greek. Then provide them with these examples of English words containing the root *graph*:
  - autograph
  - paragraph
  - biography
- Ask students to think about how these words all relate to one another. To prompt them, you might want to ask:
  - Are autographs, paragraphs, and biographies all things that fly?
  - Are autographs, paragraphs, and biographies all things that relate to farming?

- When they answer “no,” ask them what autographs, paragraphs, and biographies do have in common. As necessary, guide them to answer that all these things are written down.
- Explain to students that the root *graph* comes from the Greek word *graphos*, which means “something written or drawn.”
- Direct students to the poster. Have them pronounce the root word *graph* aloud.
- Ask students to work in pairs for a few minutes to write down all the English words they can think of that contain the root *graph*. When time is up, have a few volunteers share their lists with the class and write some of the words on the board. If students have not provided them, add the following words to the three already on the board.

1. bibliography
2. cartography
3. calligraphy
4. autobiography
5. graphite
6. choreography
7. graphic
8. graph

- Direct students to the *graph* vocabulary words on Activity Page 19.3 in their activity books.
- Remind students that words containing the root *graph* usually have to do with something being written or drawn.
- Review the vocabulary words with students. As you review the words, ask students to connect the words’ definitions to the meaning of *graph*.
- Tell students that as technology and language developed, *graph* became associated with ways of recording and transmitting information other than writing and drawing.

Which of the vocabulary words reflect this evolving meaning of *graph*?

» phonograph, photograph, and telegraph

- Direct students to the activity on Activity Page 19.3, and have them complete it.

**Note:** The following content is from Activity Page 19.3 and includes suggested answers to activity questions.

### Activity Page 19.3





## Activity Page 19.3

---

### Vocabulary Words

**autobiography, n.** a nonfiction book someone writes about his or her own life

**autograph, n.** a person's signature

**bibliography, n.** a list of books and texts consulted in writing a paper

**biography, n.** a nonfiction book about someone's life

**calligraphy, n.** the art of decorative handwriting

**cartography, n.** the art of designing and making maps

**choreography, n.** the planned movements of dancers

**graph, n.** a diagram that represents the relationship between two or more things

**graphic, n.** an image, sometimes accompanying text

**graphite, n.** a mineral used in pencils

**paragraph, n.** a section of a written work, usually composed of multiple sentences

**phonograph, n.** a machine that plays sound recordings

**photograph, n.** an image produced by taking a picture

**telegraph, n.** a machine for transmitting messages over a long distance

For items 1–8, choose the word below that best completes the sentence.

1. paragraph
2. autobiography
3. graphite
4. telegraph
5. bibliography
6. choreography
7. calligraphy
8. cartographer

1. A few students had some trouble learning the difficult \_\_\_\_ for the school musical.  
» choreography
  2. \_\_\_\_ has replaced lead as the core of most pencils.  
» graphite
  3. The \_\_\_\_ worked for years on her atlas of the new world.  
» cartographer
  4. The main point of a newspaper article is often found in the first or second \_\_\_\_ .  
» paragraph
  5. Fatima admired the beautiful \_\_\_\_ with which her copy of the Qur'an was written.  
» calligraphy
  6. Herbie thought that others would enjoy reading about his experiences, so he wrote his \_\_\_\_ .  
» autobiography
  7. Cecelia listed eight books in the \_\_\_\_ of her report on the animals of Arabia.  
» bibliography
  8. Until the townspeople had telephones installed, their messages were sent by Old Clem over a \_\_\_\_ .  
» telegraph
  9. Write a complete sentence using the word *photograph*.  
» Answers will vary. Sample sentence: "After we returned from our week at the lake, we enjoyed looking at the photographs of our vacation."
  10. Write a complete sentence using the word *autograph*.  
» Answers will vary. Sample sentence: "The baseball player enjoyed signing autographs for his fans after the game."
- 

## SPELLING (15 MIN.)

**Primary Focus:** Students will pronounce and practice using spelling words in sentences. [L.4.4]

---

- Explain that students will practice 10 words related to the content of Islamic Empires in the Middle Ages. These words do not follow one single spelling pattern. Tell students they will be assessed on the words.

- Introduce the words by writing them on the board. First say the word aloud, and then sound out each syllable, naming each letter as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the Pronunciation/Syllabication chart to guide students in saying the words.

1. collapse
2. diverse
3. hyena
4. integrity
5. illiterate
6. conquest
7. governor
8. guilty
9. humiliate

### Review Pronunciation/Syllabication Chart

| Pronunciation/Syllabication |                  |                              |
|-----------------------------|------------------|------------------------------|
| Word                        | CK Code          | Syllable Type                |
| collapse                    | /kə*laps/        | ə*closed                     |
| diverse                     | /die*vers/       | open*digraph                 |
| hyena                       | /hie*ee*nə/      | open*open*ə                  |
| integrity                   | /in*teg*rə*tee/  | closed*closed*ə*open         |
| illiterate                  | /il*lit*er*ət/   | closed*closed*r-controlled*ə |
| fray                        | /frae/           | open                         |
| conquest                    | /kon*quest/      | closed*closed                |
| governor                    | /gə*və*ner/      | ə*ə*r-controlled             |
| guilty                      | /gil*tee/        | closed*open                  |
| humiliate                   | /hue*mil*ee*aet/ | open*closed*open*digraph     |

## Review Definitions and Use Words in Sentences

- After writing and pronouncing the words, use the Spelling Chart you prepared in advance to define each word and provide an example of how to use it in a sentence.

| Spelling Chart |                                                  |                                                                                                |
|----------------|--------------------------------------------------|------------------------------------------------------------------------------------------------|
| Spelling Word  | Definition                                       | Example Sentence                                                                               |
| collapse       | v. to break down or crumble                      | Luckily, nobody was in the old shed when it <i>collapsed</i> .                                 |
| diverse        | adj. having different kinds                      | My school is <i>diverse</i> because the students come from neighborhoods all over the city.    |
| hyena          | n. a dog-like carnivore with large teeth         | Even though his camel was a spitter, the Bedouin boy vowed to protect her from <i>hyenas</i> . |
| integrity      | n. honesty                                       | Woodrow showed his <i>integrity</i> by trying to locate the owner of the wallet he found.      |
| illiterate     | adj. unable to read or write                     | Clara volunteered to help teach <i>illiterate</i> adults to read.                              |
| fray           | n. a battle                                      | The soldiers marched bravely into the <i>fray</i> .                                            |
| conquest       | n. a gain through the use of force               | As the enemy army approached, the citizens prepared for the <i>conquest</i> of their city.     |
| governor       | n. a person in charge of a state or territory    | The caliph sent a <i>governor</i> to take charge of the new territory.                         |
| guilty         | adj. having committed a crime or offense         | Lorena admitted she was <i>guilty</i> and accepted her punishment.                             |
| humiliate      | v. to embarrass or cause someone to lose dignity | Jake felt <i>humiliated</i> when his baseball team lost by 12 runs.                            |

- Tell students the word list will remain on display until the Spelling Assessment, so they can refer to it until then.

## Lesson 19: The Battle of Yarmouk

# Take-Home Material

**LANGUAGE****Spelling**

- Have students take home Activity Pages 19.4 and 19.5 to practice spelling words.

**Note:** The following content is from Activity Page 19.4 and includes suggested answers to activity questions.

**Activity Page 19.4**

Below is a list of spelling words from the Reader. Later on, you will be assessed on how to spell these words. Practice spelling them by doing one or more of the following:

- Spell the words aloud.
- 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. **collapse**
2. **diverse**
3. **hyena**
4. **integrity**
5. **illiterate**
6. **conquest**
7. **governor**
8. **guilty**
9. **humiliate**
10. **fray**

Activity Pages  
19.4 and 19.5



The following chart provides the meanings of the spelling words. You will not be assessed on the definitions, but it may be helpful to have them as a reference as you practice spelling the words throughout the week.

| Spelling Word     | Definition                                              |
|-------------------|---------------------------------------------------------|
| <b>collapse</b>   | <b>v.</b> to break down or crumble                      |
| <b>diverse</b>    | <b>adj.</b> having different kinds                      |
| <b>hyena</b>      | <b>n.</b> a dog-like carnivore with large teeth         |
| <b>integrity</b>  | <b>n.</b> honesty                                       |
| <b>illiterate</b> | <b>adj.</b> unable to read or write                     |
| <b>conquest</b>   | <b>n.</b> a gain through the use of force               |
| <b>governor</b>   | <b>n.</b> a person in charge of a state or territory    |
| <b>guilty</b>     | <b>adj.</b> having committed a crime or offense         |
| <b>humiliate</b>  | <b>v.</b> to embarrass or cause someone to lose dignity |
| <b>fray</b>       | <b>n.</b> a battle                                      |

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**Note:** The following content is from Activity Page 19.5 and includes suggested answers to activity questions.

### Activity Page 19.5

---

Write a sentence of the type indicated using the following spelling words.

1. Word: *humiliate*

Sentence type: interrogative

2. Word: *guilty*

Sentence type: interrogative

3. Word: *governor*

Sentence type: declarative

4. Word: *conquest*  
Sentence type: exclamatory
  5. Word: *illiterate*  
Sentence type: declarative
  6. Word: *integrity*  
Sentence type: declarative
  7. Word: *hyena*  
Sentence type: exclamatory
  8. Word: *diverse*  
Sentence type: declarative
  9. Word: *collapse*  
Sentence type: exclamatory
  10. Word: *fray*  
Sentence type: imperative
-





# A Civil War

## PRIMARY FOCUS OF LESSON

### Reading

Students will answer factual and inferential questions about the two major branches of Islam using evidence from the text. [RI.4.1]

### Writing

Students will collect details to plan their historical fiction pieces after reviewing elements of a story. [W.4.8]

## FORMATIVE ASSESSMENT

- |                           |                                                                                                                                                 |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Activity Page 20.1</b> | <b>Caliph Review</b> Answer factual and inferential questions about the two major branches of Islam using evidence from the text. [RI.4.1]      |
| <b>Activity Page 20.2</b> | <b>Reading Reflection</b> Answer factual and inferential questions about the two major branches of Islam using evidence from the text. [RI.4.1] |
| <b>Activity Page 20.3</b> | <b>Story Elements</b> Collect details to plan historical fiction pieces after reviewing elements of a story. [W.4.8]                            |
| <b>Activity Page 20.4</b> | <b>Details from Text</b> Collect details to plan historical fiction pieces after reviewing elements of a story. [W.4.8]                         |
| <b>Activity Page 20.5</b> | <b>Historical Fiction Organizer</b> Collect details to plan historical fiction pieces after reviewing elements of a story. [W.4.8]              |

## LESSON AT A GLANCE

|                                  | Grouping                    | Time    | Materials                                                                                                                                                                                     |
|----------------------------------|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (45 min.)                |                             |         |                                                                                                                                                                                               |
| Review and Introduce the Chapter | Whole Group                 | 5 min.  | <input type="checkbox"/> <i>Scholars, Traders, and Warriors: The Rise of an Empire</i><br><input type="checkbox"/> Activity Pages 20.1, 20.2                                                  |
| Partner Read                     | Partner                     | 10 min. |                                                                                                                                                                                               |
| Review the Caliphs               | Whole Group/<br>Independent | 15 min. |                                                                                                                                                                                               |
| Continue Partner Reading         | Whole Group/<br>Partner     | 15 min. |                                                                                                                                                                                               |
| Writing (45 min.)                |                             |         |                                                                                                                                                                                               |
| Introduce Historical Fiction     | Whole Group/<br>Independent | 15 min. | <input type="checkbox"/> <i>Scholars, Traders, and Warriors: The Rise of an Empire</i><br><input type="checkbox"/> Story Elements Poster<br><input type="checkbox"/> Activity Pages 20.3–20.5 |
| Find Details for the Stories     | Whole Group/<br>Independent | 15 min. |                                                                                                                                                                                               |
| Plan the Story                   | Independent                 | 15 min. |                                                                                                                                                                                               |
| Take-Home Material               |                             |         |                                                                                                                                                                                               |
| Reading                          |                             |         | <input type="checkbox"/> Activity Page 20.2                                                                                                                                                   |

## ADVANCE PREPARATION

### Reading

- Collect Activity Pages 19.2, 19.4, and 19.5 to review and grade.
- Ensure students receive any relevant feedback on their spelling work prior to the Spelling Assessment.

### Writing

- Prepare a Story Elements Poster to display in the classroom. Alternatively, a digital version of this poster is available in the digital components for this unit. The text of the poster is below.

#### Story Elements

1. Setting: where and when your story takes place
2. Protagonist: the main character of your story
3. Want: something your protagonist wants or a problem the protagonist has to solve
4. Obstacle: something that prevents your protagonist from getting his or her want or solving his or her problem
5. Resolution: how/whether your protagonist's problem is solved

You may wish to substitute the setting (the Arabian Desert in 560) for one less associated with Muhammad's life

- Be prepared to fill in in the Historical Fiction Story Organizer. A digital version of this organizer is available in the digital components for this unit. Also provided in this lesson is a Historical Fiction Story Organizer (completed version), with suggestions for all the boxes.

### Language

#### Grammar

- Collect Activity Page 19.2 to review and grade. There is no grammar lesson today.

#### Universal Access

- Create a modified version of Activity Page 20.1 that includes page numbers to reference.
- Select and prepare a historical fiction picture book to read aloud.
- Create a reference guide for story elements including a definition and example for each.

## ACADEMIC VOCABULARY

**nepotistic, adj.** granting special favors to relatives and friends (39)

**opposition, n.** a group of people who are against something (39)

**traumatic, adj.** emotionally painful (39)

**garrison town, n.** a town that is protected, perhaps by a wall (39)

**schism, n.** division; split (41)

**resounded, v.** echoed and repeated (41)

**consensus, n.** agreement between different people or groups (42)

Start Lesson

### Lesson 20: A Civil War

# Reading



**Primary Focus:** Students will answer factual and inferential questions about the two major branches of Islam using evidence from the text. **[RI.4.1]**

## REVIEW AND INTRODUCE THE CHAPTER (5 MIN.)

- Remind students that they have been studying the caliphs who succeeded Muhammad, and that the last caliph they learned about was Uthman.
- Remind students that Uthman was unpopular with many in the empire.  
**Literal.** How did Uthman die?
  - » He was assassinated in 656.
- Remind students that one of their chapter 11 vocabulary words was *ambiguity*. Have them look up the word in their glossaries, and have a student read the definition aloud. Remind students that in chapter 11 they learned that the ambiguity in one of Muhammad's final sermons would lead to a great disagreement among Muslims.

- Read aloud the second paragraph under “Muhammad’s legacy” in chapter 11:
  - But who would succeed Muhammad? There was no unified view, and Muhammad’s own words arguably did not make this clear. In his final sermon, he talked about his son-in-law, Ali. Therefore, some of Muhammad’s followers believed he had intended for Ali to lead the Muslims after his death. Others who heard the same words, however, felt that Muhammad had not intended for Ali to be the new leader but was instead merely using him as an example of an important and faithful Muslim. As you will discover later, this disagreement was very important in Islam’s history: the ambiguity over the role of Ali caused a lot of discord among the new Muslims, even as they continued to expand and conquer. Eventually, this led to the formation of two different branches of Islam: the Shia and the Sunni.
- Tell students that they will now read about how that discord played out among the new Muslims.
- Explain to students that in the United States when people talk about the Civil War, they are often referring to the war between the Northern and Southern states that took place in the 1860s. However, civil war in general refers to any war between different groups that are part of the same nation.
- Tell students that today they will learn about the civil war that broke out between the followers of Ali and the followers of Uthman. This was a civil war because both sides were part of the Islamic empire.
- Explain to students that in these lessons, when we talk about the Islamic civil war, we are actually talking about a series of conflicts that took place over decades. However, because the conflicts arose from the same issue and involved the same leaders or their descendants, we will refer to them as a single civil war.
- Have students turn to the table of contents of their Reader and locate chapter 13.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *nepotistic*.
- Have them find the word on page 143. Explain that each word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *nepotistic*, then have a student read the definition aloud.
- Explain the following:
  - the part of speech
  - alternate forms of the word

- Have students reference page 55 of their activity books (vocabulary) while you read each word and its meaning.

**nepotistic, adj.** granting special favors to relatives and friends (39)

**opposition, n.** a group of people who are against something (39)

**traumatic, adj.** emotionally painful (39)

**garrison town, n.** a town that is protected, perhaps by a wall (39)

**schism, n.** division; split (41)

**resounded, v.** echoed and repeated (41)

**consensus, n.** agreement between different people or groups (42)

### PARTNER READ (10 MIN.)

- Have a student read The Big Question of chapter 13 aloud: “Why are there Shiite and Sunni Muslims?”
- Read to learn how different branches of Islam arose.
- Pair students to read and discuss the introductory paragraphs and the section titled “The Civil War Begins.”
- Explain that both students will begin by reading the first page silently, and then one partner will read the page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help with sounding out or defining words as necessary.
- When they have finished the reading, tell students to complete Activity Page 20.1 (“The Caliph Review”) in their reading pairs. Explain that although they may discuss the answers with their partners, they must complete the written work in their individual activity books. Also, encourage them to consult the Reader for help.

### Activity Page 20.1



## REVIEW THE CALIPHS (15 MIN.)

**Note:** The following content is from Activity Page 20.1 and includes suggested answers to activity questions.

### Activity Page 20.1

#### The Caliph Review

1. The six caliphs who succeeded Muhammad are listed below. In the spaces provided, list the caliphs in the chronological order of their reigns. Then circle the caliphs who were his relatives.

Uthman   Abu Bakr   Ali   Umar   Muawiyah   Hasan   Muhammad

1. Abu Bakr   2. Umar   3. Uthman   4. Ali   5. Hasan   6. Muawiyah

» Abu Bakr (Muhammad's father-in-law), Umar (also Muhammad's father-in-law), and Ali (Muhammad's son-in-law and cousin) were the three caliphs who were relations of Muhammad.

2. Identify the caliph described in the following clues.

A. He was criticized for failing to punish his predecessor's assassins. caliph:

» Ali

B. He united the entire Arabian Peninsula for the first time. caliph:

» Abu Bakr

C. He was the only one of the first six caliphs to retire. caliph:

» Hasan

D. He founded the Umayyad dynasty. caliph:

» Muawiyah

E. He was caliph during the Battle of Yarmouk. caliph:

» Umar

F. Under his rule, the final, "official" version of the Qur'an was codified. caliph:

» Uthman

- Review the answers to "The Caliph Review."
- Lead students in a discussion based on the questions that follow.

1. **Literal.** Who was responsible for appointing the new caliph after Uthman was killed?
  - » the leaders of Medina



#### Reading for Information

Reading/Viewing Closely

#### Entering/Emerging

Students should complete Activity Page 20.1 with teacher support.

#### Transitioning/Expanding

Provide students with the modified version of Activity Page 20.1 that you prepared in advance.

#### Bridging

Pair each student with a peer who can provide support if the student struggles to find the answer in the text.

2. **Evaluative.** In chapter 12, we read that because many people disliked Uthman, a belief that a relative of Muhammad's should lead the Muslims began to resurface. How is this belief reflected in chapter 13?
  - » After Uthman's death, the important people of Medina did not appoint someone from Uthman's clan to be the next caliph; rather, they appointed Ali, a relative of Muhammad's.
3. **Evaluative.** Why did Uthman's family and other Muslims oppose the appointment of Ali as caliph, and why did their opposition grow?
  - » They opposed his appointment because he was not from Uthman's clan. Their opposition grew because they felt Ali did not punish the rebels who had killed Uthman.
4. **Literal.** Who led the army that opposed Ali?
  - » Muawiyah
5. **Inferential.** We discussed the civil war being very traumatic for the Muslim community. On page 143, the text states that "both sides were reluctant to attack" at the Euphrates River. How might the traumatic nature of the civil war connect to both sides being reluctant to attack?
  - » For the first time, Muslims were fighting one another. Because they were very upset about this, they hoped to reach a compromise at the Euphrates rather than continue to fight.

## Support

Discuss with students why the Muslim civil war, like many civil wars, would have been very traumatic. Have them imagine what it would be like if students' own family members and friends were suddenly to become their enemies. Explain that the trauma would have been even greater for the Muslims because these family members and friends had grown very close over the last two decades fighting wars and spreading the message of Islam together.



### CONTINUE PARTNER READING (15 MIN.)

- Have students continue to read with their partners.
- After students have completed reading the chapters, “The Battle of the Camel” and “The Shia and the Sunni,” lead a discussion based on the questions that follow.

**Support.** You may want to discuss how the text suggests that the traumatic nature of the civil war also led to Ali’s son, Hasan, resigning from the position of caliph. The text states perhaps Hasan “hated the idea of Muslims killing one another more than he liked the idea of being caliph.” This feeling on the part of Hasan ties back to the trauma many Muslims felt about fighting one another.

The third paragraph of “The Battle of the Camel” states that Aisha “was known for her fierceness and passion.” Direct students to find two sentences within that box that show her fierceness and passion. You may tell them that both sentences appear in the fourth, or following, paragraph. You may also tell them that the first sentence describes Aisha’s emotions, and the second sentence describes her actions. The two sentences are: (1) “Aisha was furious that Ali would not punish those who had murdered Uthman” and (2) “She led opponents of Ali’s into battle . . .”

Unfortunately, the arbiters offered a bargain that didn't satisfy either side. Even worse for Ali, some of his supporters left him because they were angry that he was looking for a compromise at all. In 661, five years after the civil war began, one of those former followers assassinated Ali.

After Ali's death, his son Hasan briefly became caliph before deciding to retire to Medina. Perhaps he hated the idea of Muslims

### The Battle of the Camel

The civil war was mostly fought between Ali and his followers on the one side, and Uthman's relatives, led by the governor of Syria, Muawiyah, on the other. Other prominent Muslims also became involved.

One of the earliest battles in the civil war was the Battle of the Camel (656), at Basra in modern-day Iraq. It was there that Ali fought against one of his greatest opponents: Aisha.

You may remember that Aisha was a wife of Muhammad's and the daughter of Abu Bakr, the first caliph. She was also an important political adviser to the first caliphs known for her fierceness and passion.

Aisha was furious that Ali would not punish those who had murdered Uthman. She led opponents of Ali's into battle, directing them from a *howdah*, a kind of bed carried by a camel.

Aisha was defeated and retired from political life. She lived out the rest of her life in Medina, where she died at the age of sixty-four.

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**Evaluative.** How did Ali's decision to seek a compromise with Muawiyah turn out to be an unfortunate decision for him?

- » Some of Ali's followers were angry that he sought a compromise with the other side. One of these men assassinated him in 661.

**Literal.** Where was the Battle of the Camel fought?

- » in Basra, in what is today Iraq

**Inferential.** Who won the Battle of the Camel?

- » Ali and his followers

### Challenge

Did relatives of Muhammad's ever fight against each other in the civil war?

- » Yes. In the Battle of the Camel, Ali (Muhammad's son-in-law and cousin) and Aisha (Muhammad's widow) fought against each other.

killing one another more than he liked the idea of being caliph. Or maybe he had seen too many caliphs suffer violent deaths. Whatever the reason, Muawiyah (Ali's rival) became the next caliph, and the first civil war ended.



What a cavalry might have looked like in the Battle of the Camel

This war, lasting five years, was very significant for the Muslims. It was the first time that they had opposed one another in battle. It also led to a **schism** that **resounded** through the centuries all the way to the present day.

### The Umayyad Dynasty

Muawiyah ruled for 19 years. He was a strong ruler and kept the **discontented** supporters of Ali at peace. When Muawiyah was dying, he appointed his son, Yazid, as his successor.

This was unusual in early Islamic history. Unlike in Medieval Europe, the sons of the first caliphs had not succeeded them. Instead, it was the man considered most likely to lead the Muslims successfully who was chosen. In choosing Yazid, Muawiyah founded a dynasty of the Umayyad clan of the Quraysh.

There was immediate opposition to this dynasty.

Remember that part of the cause of the civil war had been the belief that Uthman favored his relatives too much. At the same time, many people felt that Muhammad's closest relatives should rule. So the feelings about whether authority should be inherited were complicated.

Ali's younger son, al-Husayn, led the opposition to the Umayyads. He refused to accept Yazid as the new caliph, and a new war started. It ended fast, because in 680, in the Battle of Karbala, Yazid's army killed al-Husayn and his entire family. Al-Husayn's supporters called it a **massacre** and his death **martyrdom**, and Shiite Muslims still mourn the anniversary.

Twelve more years of fighting would follow. By the end, Yazid's successor was **triumphant**, and the Umayyad dynasty continued

### The Shia and the Sunni

Around fifteen percent of Muslims today are Shias, with most of the remaining being Sunnis. The Sunni are the majority in most Muslim countries, but in Iran and Iraq, the Shia are the majority. Over the centuries, there have been many tensions between the two branches of Islam.

The Shiite and Sunni divide emerged in the time of Ali, Muhammad's son-in-law and cousin. The Shia (short for Shi'at Ali, or the followers of Ali) believe that Ali and his family were the true successors of Muhammad. They trace this all the way back to Muhammad's last sermon. For them, Muhammad was clearly appointing Ali as his successor.

The Sunnis disagree with this interpretation of Muhammad's sermon. Instead, they believe that Abu Bakr, Umar, Uthman, and, later, the Umayyads, were Muhammad's rightful successors, since they were chosen by the **consensus** of the Muslim community.

The two branches of Islam have several different practices and beliefs. But they both believe in the Qur'an as Muhammad's revelation.

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**Literal.** What caused the schism between the Shia and the Sunni?

- » The Shia believed that the caliphate should have stayed in the hands of Muhammad's relatives. The Sunni believed that Abu Bakr and his successors from the Umayyad clan were the rightful caliphs.

**Literal.** Which branch of Islam believes in the Qur'an as Muhammad's revelation?

- » Both the Shia and the Sunni.

**Support** Write *Shia* and *Shi'at Ali* on the board, and review the information in the box "The Shia and the Sunni." Explain that if we remember that (1) *Shia* is short for Shi'at Ali, and (2) Ali was Muhammad's son-in-law and cousin, we can always remember which side the Shia and the Sunni are on with respect to the civil war. The Shia believed that a direct relative of Muhammad's should be caliph, and the Sunni opposed this idea.

### Challenge

At your discretion, you may wish to tell students that the disputes between Shia and Sunni continue today and touch on modern-day conflicts between the two groups.

## Activity Page 20.2



### Check for Understanding

Tell students to show you on their fingers how many large branches of Islam there are (two).

**Note:** The following content is from Activity Page 20.2 and includes suggested answers to activity questions.

### Activity Page 20.2

1. Who led the opposing sides at the start of the Muslim civil war?
  - » Ali and Muawiyah
2. What were the two sides fighting over?
  - » They were fighting over who should succeed Uthman as caliph. Ali believed that as a relative of Muhammad's, he should serve as caliph. Muawiyah believed that a member of Uthman's clan, the Umayyads, should become caliph.
3. Why was the Islamic civil war more traumatic for Muslims than the wars against the Byzantine Empire?
  - » This civil war was especially traumatic because Muslims were now fighting against one another after having fought on the same side to expand the Islamic empire.

## Lesson 20: A Civil War Writing



**Primary Focus:** Students will collect details to plan their historical fiction pieces after reviewing elements of a story. [W.4.8]

### INTRODUCE HISTORICAL FICTION (15 MIN.)

- Remind students that in previous writing lessons in this unit, they focused on writing a nonfiction informative paragraph. Tell them that today they will spend some time writing fiction.

1. What is the difference between fiction and nonfiction?

- » Nonfiction is a form of writing that describes events that actually happened.  
Fiction is a form of writing that describes events that did not happen.

- Ask students for examples of works of fiction. If students mention books with strong fantasy elements, tell them that they are correct, but let them know that many works of fiction do not have elements of magic or the supernatural. A lot of fiction is about events that could happen in the real world.
- Tell students that today they will be writing a very special type of fiction called historical fiction.

2. What do you think historical fiction is?

- » Answers will vary. Students should understand that historical fiction is a book or story that is set in the past.

- If you know of any historical fiction that they have read, bring up those works as examples.
- Tell students that before they begin writing, they will review some important elements that go into making a great story.
- Tell them that the first element you want to talk about is setting.

3. What is a setting?

- » A setting is where and when a story takes place.

- Provide students with examples from books or stories with which they are familiar.
- Direct students to Activity Page 20.3 (“Story Elements”), and give them a couple of minutes to answer question 1. Afterward, ask a few students to share their answers.
- Tell students that one of the most important parts of any story is the story’s characters, especially the main character. Tell them that another word for the main character of a story is *protagonist*.
- Direct students to the word *protagonist* on the Story Elements Poster. Pronounce the word, and have students pronounce it.

4. When you read a book or story, how can you tell who the protagonist is?

- » Answers will vary, but students may suggest that the protagonist of a story is the character: (a) whom the story is about, (b) who tells the story, (c) whose name is in the title of the book, and (4) who makes important decisions in the story. These are all good answers, but remind the students that (b) and (c) are only true sometimes. For example, the protagonist of *The Wonderful Wizard of Oz* is Dorothy, but her name is not in the book’s title. Also, many books are written from the point of view of a narrator, and not from the point of view of a character.

Activity Page 20.3



- Tell students that writers should feel like they really know their protagonists well. This includes having a clear idea of what the protagonist looks like and what the protagonist's personality is like.
- Have students answer question 2 on Activity Page 20.3. Tell them they do not have to reference the same book they referenced in answering question 1, but they can if they want to.
- Explain to students that a story element closely related to the protagonist is the protagonist's want.

5. What do you think is meant by a protagonist's want?

- » Answers will vary. Students should understand that in good stories, the protagonist often wants or needs to accomplish something. We will be calling this the character's want.
- Tell students that sometimes the protagonist wants something he or she doesn't have. Sometimes the protagonist needs to defeat an enemy. Sometimes the protagonist wants to help someone else. Provide examples from books or stories with which your students are familiar.
- Tell students the following story: "In Austin, Texas, there lived a boy named Jack. More than anything in the world, Jack wanted a dog, so he asked his parents if he could have one. The next day, they gave him an adorable beagle puppy."

6. In the sentence you just heard, can you identify the setting, the protagonist, and the want?

- » The setting is Austin, Texas; the protagonist is Jack; and his want is to have a pet dog.



### Check for Understanding

When you ask about the protagonist in the story about Jack, ask students to identify the protagonist by showing their choice with the number of fingers they hold up (one: Mom; two: Jack; three: puppy).

- Ask students to raise their hands if they think the story was interesting. Most will probably not raise their hands. Ask a couple of these students why the story wasn't interesting to them. Some may say the story was too short. Guide them toward understanding that one reason the story is not interesting is that Jack was able to "solve his want" so easily.



- Tell students that obstacles are the next important story element. Obstacles are circumstances that make it difficult for the protagonist to solve his or her want. For example, maybe Jack lives in an apartment building that doesn't allow dogs.
- Direct students to the word *obstacle* on the Story Elements Poster. Pronounce the word, and have students pronounce it.
- Tell students that you would like them to come up with some obstacles for the simple story of Jack and the dog. Direct students back to Activity Page 20.3, and have them complete question 4.
- Tell students that the final story element they will learn about is resolution.
- Explain that the resolution of a story is the part that describes the action that the protagonist takes to try to achieve his or her want. For example, if the obstacle to Jack getting his want is that his brother is allergic to fur, the resolution might be that Jack builds an outdoor doghouse in which the dog can live. Or, the resolution might be that Jack researches furless pets and decides a turtle would make a great substitute for a dog. Direct students back to Activity Page 20.3, and have them complete question 5.

## Story Elements

1. Write down the setting of one of your favorite books. If possible, include the location and time period in which the story takes place.  
 Book title: \_\_\_\_  
 When the story takes place: \_\_\_\_  
 Where the story takes place: \_\_\_\_
2. Who is the protagonist of one of your favorite books? Try to provide a physical trait and a personality trait.  
 Book title: \_\_\_\_  
 Name of protagonist: \_\_\_\_  
 Protagonist's physical trait: \_\_\_\_  
 Protagonist's personality trait: \_\_\_\_
3. What is the protagonist's want in one of your favorite books?
4. What obstacle might prevent Jack from solving his want?
5. Describe a possible resolution to Jack's story.





Writing  
Understanding Text  
Structure

**Entering/Emerging**

Pull a small group and read aloud a historical fiction picture book to introduce the genre and discuss the story elements.

**Transitioning/Expanding**

Provide students with the story elements reference guide you prepared in advance.

**Bridging**

Pair each student with a partner who is familiar with historical fiction to complete Activity Page 20.3.

**Activity Page 20.4**



**FIND DETAILS FOR THE STORIES (15 MIN.)**

- Remind students that they have been reading about Arabia, and that in Chapter 2 they read about the time Muhammad spent as a young child living in the desert among the Bedouins. Tell them that the setting of their stories will be the Arabian Desert in the year 560, about 10 years before Muhammad was born.
- Tell students that writers of historical fiction often include lots of details about the time and place about which they are writing (their setting). These details make the stories more interesting and help teach readers the facts about that time and place.
- Tell students that in chapter 11, there are lots of great details about life in the Arabian Desert that they can include in their historical fiction.
- Tell students that they will now review the section “Life among the Bedouins” in chapter 11 to find details about life in the Arabian Desert to include in their stories.
- Direct students to Activity Page 20.4 in their activity books (“Details for My Story”). Tell them that as they review the Reader text, they will add details to the chart.
- Have students keep their activity books open, and turn to page 112 of their Readers, to the section titled “Life among the Bedouins.”
- Read the following sentence from the Reader: “Finding enough water in the desert to survive was a constant struggle, and there were barely enough crops and cattle to feed everyone.”
- Direct students to the “Water” row in the chart, and read the corresponding entry from the “Detail” column.

What detail from the sentence I just read would go under “Detail” for the subject “Food?”

» “There were barely enough crops and cattle to feed everyone.”

- Have students reread “Life among the Bedouins” and complete the rows of the “Details for My Story” chart that are not yet filled in.

| Details for My Story |                                                               |
|----------------------|---------------------------------------------------------------|
| Subject              | Detail                                                        |
| Water                | Finding enough water in the desert to survive was a struggle. |
| Food                 |                                                               |
| Work                 | Children tended to the camels.                                |
| Dangers              |                                                               |
| Temperature          |                                                               |
| Nighttime            | Men recited long poems about battles and adventures.          |

### PLAN THE STORY (15 MIN.)

- Direct students to Activity Page 20.5 (Historical Fiction Story Organizer). Note that the “Setting” row is already filled in for them, with the following text: “The Arabian desert in the year 560.”
- Model completing the graphic organizer for a story of historical fiction set in Arabia in 560. You may: (a) solicit ideas from students, (b) create your own story elements, or (c) use the elements provided in the Historical Fiction Story Organizer (completed version).
- As you model, ask students to define the different story elements.
- Point out to students that you have included a detail from the “Work” row of the “Details for My Story” chart in your story organizer.
- Have students work independently to come up with elements for their stories. Circulate among them as they work.
- Tell students that they will have more time to plan and write their stories during the next writing lesson.

### Activity Page 20.5



| Historical Fiction Story Organizer |                                                                                                                                                                                                                                                                                                                                |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Story Element                      | Your Story                                                                                                                                                                                                                                                                                                                     |
| <b>Setting</b>                     | The Arabian desert in the year 560                                                                                                                                                                                                                                                                                             |
| <b>Protagonist</b>                 | <ul style="list-style-type: none"> <li>• Name: Omar</li> <li>• Age: 10</li> <li>• Physical traits: <ul style="list-style-type: none"> <li>◦ black hair</li> <li>◦ walks with a limp</li> </ul> </li> <li>• Personality traits: <ul style="list-style-type: none"> <li>◦ adventurous</li> <li>◦ generous</li> </ul> </li> </ul> |
| <b>Protagonist's Want</b>          | Omar wants to help his family by working as a camel boy with his father's trading caravan.                                                                                                                                                                                                                                     |
| <b>Obstacle</b>                    | Omar's father thinks Omar can't handle the work of a camel boy because of his limp.                                                                                                                                                                                                                                            |
| <b>Resolution</b>                  | When a ferocious sandstorm scatters Omar's father's camel boys, Omar takes care of his father's camels himself for three days. In this way, he proves to his father that he can handle the work.                                                                                                                               |

~~~~~End Lesson~~~~~

Lesson 20: A Civil War

Take-Home Material

READING

- Direct students to Activity Page 20.2 in their activity books. Have them complete the activity in class or for homework.

Activity Page 20.2



21

Writing Historical Fiction

PRIMARY FOCUS OF LESSON**Reading**

Students will answer factual questions about the Umayyad dynasty using evidence from the text. [RI.4.1]

Writing

Students will draft a work of historical fiction using the elements of a story. [W.4.3]

FORMATIVE ASSESSMENT

- | | |
|--------------------|---|
| Activity Page 21.1 | Reading Reflection Answer factual questions about the Umayyad dynasty using evidence from the text. [RI.4.1] |
| Activity Page 21.2 | Reading Reflection Continued Continue to answer factual questions about the Umayyad dynasty using evidence from the text. [RI.4.1] |
| Activity Page 21.3 | Historical Fiction Writing Tips Draft a work of historical fiction using the elements of a story. [W.4.3] |
| Activity Page 21.4 | Historical Fiction Draft Draft a work of historical fiction using the elements of a story. [W.4.3] |

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---------------------------------|-------------|---------|--|
| Reading (45 min.) | | | |
| Review and Introduce Vocabulary | Whole Group | 5 min. | <input type="checkbox"/> <i>Scholars, Traders, and Warriors: The Rise of an Empire</i>
<input type="checkbox"/> Activity Pages 21.1, 21.2 |
| Small Group Reading | Small Group | 20 min. | |
| Read-Aloud | Whole Group | 20 min. | |
| Writing (45 min.) | | | |
| Plan the Story (Continued) | Individual | 10 min. | <input type="checkbox"/> <i>Scholars, Traders, and Warriors: The Rise of an Empire</i>
<input type="checkbox"/> Story Elements Poster
<input type="checkbox"/> Activity Pages 20.3, 20.4 |
| Discuss Writing Tips | Whole Group | 15 min. | |
| Write the Story | Individual | 20 min. | |

ADVANCE PREPARATION

Reading

- Be prepared to divide the students into groups for Small Group Reading.

Writing

- Students will be working from their Historical Fiction Graphic Organizers (Lesson 20).

Language

Spelling

- Collect Activity Page 19.5 to review and grade. There is no spelling lesson today.

Universal Access

- Create and print visual cue cards for academic vocabulary.
- Create a graphic organizer that includes the elements of the story studied in Lesson 20.

ACADEMIC VOCABULARY

discontented, adj. unhappy; not satisfied (41)

massacre, n. the killing of a large number of people (42)

martyrdom, n. death or suffering for the sake of a cause or belief (42)

triumphant, adj. victorious (42)

unity, n. absence of disagreement (43)

sacred, adj. holy (43)

potent, adj. powerful (43)

plausible, adj. seeming worthy of acceptance (44)

milestones, n. stones marking the distance to some place (45)

architectural, adj. relating to the design and construction of buildings (architecture) (45)

masterpieces, n. great works of art (masterpiece) (45)

ascended, v. rose; went upward (46)

modifications, n. changes (47)

arches, n. openings or gateways that are curved on top (arch) (47)

alternately, adv. switching regularly and repeatedly (47)

interior, n. the inside of something (47)

distinctive, adj. different; unique (47)

countless, adj. too many to count (47)

Start Lesson

Lesson 21: Writing Historical Fiction

Reading



Primary Focus: Students will answer factual questions about the Umayyad dynasty using evidence from the text. [RI.4.1]

REVIEW AND INTRODUCE VOCABULARY (5 MIN.)

- Remind students that they studied the Islamic civil war in the last lesson.

1. **Evaluative.** Why did the Islamic civil war occur?

- » Answers will vary but may include that the war was fought over who should serve as caliph after Uthman, or that the war was fought over whether the leadership of Islam should stay in the hands of Muhammad's family.

2. **Literal.** Who led each side of this civil war?

- » Ali led the side that claimed that the caliph should be a member of Muhammad's family. Muawiyah led the other side.
- Have students turn to the table of contents of their Reader and locate chapter 4. Then have them find the section of chapter 4 titled "The Umayyad Dynasty."
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this section of the chapter is *discontented*.
- Have them find the word on page 41. Explain that each word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *discontented*, then have a student read the definition aloud.
- Explain the following:
 - the part of speech
 - alternate forms of the word
- Have students reference the page of their activity books while you read each word and its meaning.



Check for Understanding

Have students hold up their fingers to show you which part of speech they believe each word to be (one: noun; two: adjective; three: verb).



Language Selecting Language Resource

Entering/Emerging

Create visual cue cards for each of the academic vocabulary words.

Transitioning/Expanding

Conduct the vocabulary review with a small group of students getting teacher support.

Bridging

Ensure each student is partnered with a peer during the reading who shows strength in decoding new vocabulary.

discontented, adj. unhappy; not satisfied (41)

massacre, n. the killing of a large number of people (42)

martyrdom, n. death or suffering for the sake of a cause or belief (42)

triumphant, adj. victorious (42)

unity, n. absence of disagreement (43)

sacred, adj. holy (43)

potent, adj. powerful (43)

plausible, adj. seeming worthy of acceptance (44)

milestones, n. stones marking the distance to some place (45)

architectural, adj. relating to the design and construction of buildings (architecture) (45)

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arches, n. openings or gateways that are curved on top (arch) (47)

alternately, adv. switching regularly and repeatedly (47)

interior, n. the inside of something (47)

distinctive, adj. different; unique (47)

countless, adj. too many to count (47)

SMALL GROUP READING (20 MIN.)

- Have a student read The Big Question of chapter 13 aloud:
 - “Why are there Shiite and Sunni Muslims?”
- Explain to students that they will read to learn about how the Umayyads ruled the Islamic empire after the civil war.

Challenge. What clues does the title of the section, “The Umayyad Dynasty,” give us about what happened during and after the civil war?

- » Based on the title of this section, we can guess that the Umayyads, led by Muawiyah, emerged as the rulers during the war. And because we know the Umayyads were a dynasty, we can infer that there were many generations of Umayyad rulers. In the last lesson, we read that the Sunnis supported the Umayyads, so we can also infer that the Sunnis emerged from the war as victors.

Literal. The word *dynasty* appeared in chapter 10 and is in your glossary. What does it mean?

- » A dynasty is a line of rulers from the same family.
- Tell students that the word *dynasty* comes from the ancient Greek word *dyna*, which means “power.” Write *dyna* on the board.
- Divide students into two groups using the following guidelines:
 - Small Group 1: This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to direct students through reading the text. This is an excellent time to make notes in your anecdotal records. Have students complete Activity Page 21.1 with your support during reading.
 - Small Group 2: This group should include students who are capable of reading and comprehending the text without guided support. These students should work as a small group, as partners, or independently to read the chapter sections, discuss them with the others in Small Group 2, and then complete Activity Page 21.1. Make arrangements to check that the students in Small Group 2 have answered the questions on Activity Page 21.1 correctly.
- Use one of the Whole Group Reading strategies to read “The Umayyad Dynasty” and “The Umayyad Caliphate” with Small Group 1. During or after the reading, lead a discussion centered on the questions that follow.

Challenge

Can you think of another word that comes from *dyna* and also has to do with something very powerful?

- » *Dynamite*, *dynamic*, and *dynamo* are all examples.

Activity Page 21.1



killing one another more than he liked the idea of being caliph. Or maybe he had seen too many caliphs suffer violent deaths. Whatever the reason, Muawiyah (Ali's rival) became the next caliph, and the first civil war ended.



What a cavalry might have looked like in the Battle of the Camel

This war, lasting five years, was very significant for the Muslims. It was the first time that they had opposed one another in battle. It also led to a **schism** that **resounded** through the centuries all the way to the present day.

The Umayyad Dynasty

Muawiyah ruled for 19 years. He was a strong ruler and kept the **discontented** supporters of Ali at peace. When Muawiyah was dying, he appointed his son, Yazid, as his successor.

This was unusual in early Islamic history. Unlike in Medieval Europe, the sons of the first caliphs had not succeeded them. Instead, it was the man considered most likely to lead the Muslims successfully who was chosen. In choosing Yazid, Muawiyah founded a dynasty of the Umayyad clan of the Quraysh.

There was immediate opposition to this dynasty.

Remember that part of the cause of the civil war had been the belief that Uthman favored his relatives too much. At the same time, many people felt that Muhammad's closest relatives should rule. So the feelings about whether authority should be inherited were complicated.

145

Challenge

There are three examples of the relationship between rulers and relatives in "The Umayyad Dynasty." Can you name them?

- » Muawiyah founding a dynasty (by appointing his son), Uthman favoring his relatives, and many Muslims believing that Muhammad's relatives should rule.

Literal. According to the Reader, Muawiyah passing the caliphate on to his son, Yazid, was unusual in the early history of Islam. Where during the Middle Ages, or medieval period, was it common for leadership to pass from parent to child?

- » in the Christian countries of Europe

Evaluative. What other relationships between rulers and their relatives did we read about in the first part of chapter 13?

- » Ali's son, Hasan, became caliph after Ali's death. Also, Aisha, widow of Muhammad and daughter-in-law of Abu Bakr, led opponents of Ali in the Battle of the Camel.

- Direct students to the last sentence on page 137 “So the feelings about whether authority should be inherited were complicated.”

Support

You may wish to spend some additional time on the question of inherited authority and discuss how the ruler-relative examples from the Reader demonstrate the complicated feelings surrounding this issue. If necessary, remind students that one definition of *complicated* is “difficult to explain or understand.” Guide students toward observing that some Muslims favored the relatives of one person while rejecting the relatives of another.

Ali's younger son, al-Husayn, led the opposition to the Umayyads. He refused to accept Yazid as the new caliph, and a new war started. It ended fast, because in 680, in the Battle of Karbala, Yazid's army killed al-Husayn and his entire family. Al-Husayn's supporters called it a **massacre** and his death **martyrdom**, and Shiite Muslims still mourn the anniversary.

Twelve more years of fighting would follow. By the end, Yazid's successor was **triumphant**, and the Umayyad dynasty continued

The Shia and the Sunni

Around fifteen percent of Muslims today are Shias, with most of the remaining being Sunnis. The Sunni are the majority in most Muslim countries, but in Iran and Iraq, the Shia are the majority. Over the centuries, there have been many tensions between the two branches of Islam.

The Shiite and Sunni divide emerged in the time of Ali, Muhammad's son-in-law and cousin. The Shia (short for Shi'at Ali, or the followers of Ali) believe that Ali and his family were the true successors of Muhammad. They trace this all the way back to Muhammad's last sermon. For them, Muhammad was clearly appointing Ali as his successor.

The Sunnis disagree with this interpretation of Muhammad's sermon. Instead, they believe that Abu Bakr, Umar, Uthman, and, later, the Umayyads, were Muhammad's rightful successors, since they were chosen by the **consensus** of the Muslim community.

The two branches of Islam have several different practices and beliefs. But they both believe in the Qur'an as Muhammad's revelation.

146

Literal. Who led the opposition to the Umayyad dynasty after the death of Muawiyah?

» al-Husayn, a son of Ali's

to rule. But winning came at a great cost: the **unity** of Islam was destroyed. Mecca and Medina, both **sacred** towns, had been attacked in the civil war, and the Shiite supporters of Ali would never forgive the Umayyads for killing al-Husayn.

Also, the expansion of Islam had slowed almost to a halt. The Muslims had been too busy fighting one another to conquer new territory.

Remember Islam was still very new. It had only been 60 years since Muhammad had died. In that time, the growth of the Islamic empire had been extraordinary. Many had converted, and old empires had been destroyed. It is easy to forget that, at the same time, the Muslim people were trying to decide who should lead them, and why—both in politics and religion.

Given the disagreements among the Muslims, it is all that much more remarkable they were so successful. The combination of their message and their military and political genius was one the most **potent** the world had ever seen.

An Umayyad Qasr (castle)



Inferential. Why were the attacks on Medina and Mecca during the civil war significant?

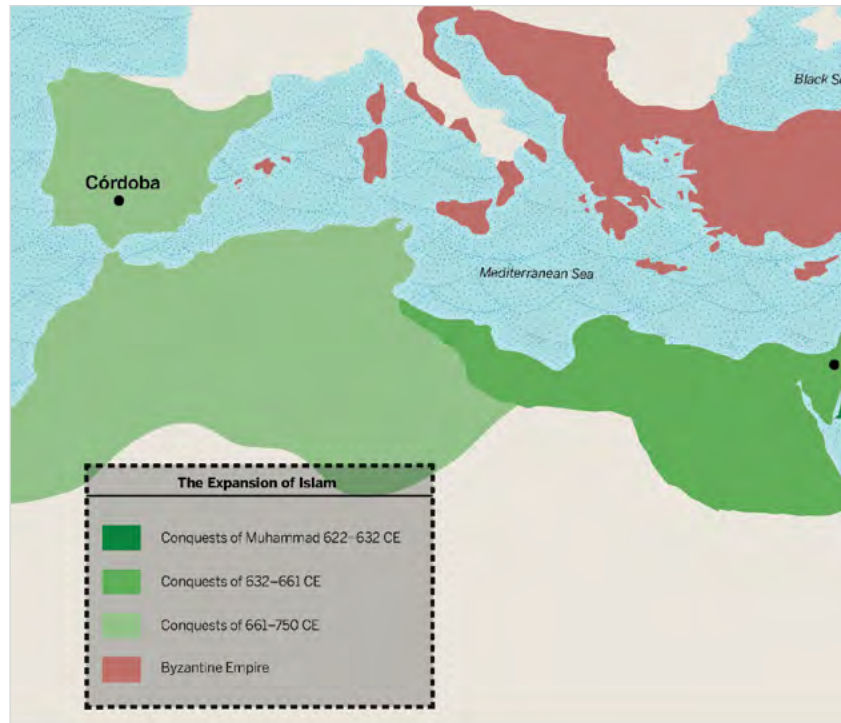
- » because Medina and Mecca had been the two most important towns for Muslims during Muhammad's lifetime and in the early days of Islam

Literal. Why did the expansion of Islam slow almost to a halt?

- » because the Umayyads and the opposition were too busy fighting against each other to conquer any new territories

Evaluative. Why was it "all that much more remarkable" that the Muslims were so successful?

- » They were disagreeing about who should lead them.



The Umayyad Caliphate

The Umayyad Caliphate, which ruled the Islamic empire for almost one-hundred years, was the first dynastic caliphate of the Muslims. Under it, the empire expanded to its greatest extent, reaching as far as Spain in the West and India in the East.

The Umayyads moved the capital of the Islamic empire to Damascus in Syria. It was an ancient city in a more central location than Medina. Islam had become a world power, and remaining in Arabia was no longer **plausible**.

148

Support

Direct students to the “The Expansion of Islam” map on page 148 and emphasize how widely the empire spread in only a short period of time. Assist students in understanding the different waves of expansion and how the territory of the empire changed

Literal. How long did the Umayyads rule?

- » almost a hundred years

Literal. What modern-day countries mark the eastern- and westernmost parts of the Islamic empire at that time?

- » Spain in the west, and India in the east

Literal. Why did the Umayyads move the capital of their empire from Mecca to Damascus?

- » Damascus was more central to the empire than Mecca.



The Umayyads also started making their empire Arabic. Up to this point, the countries they had conquered continued using Greek, Latin, or Persian as their main languages. Little had changed in government or daily life as a result of the invasions.

The Umayyads changed that. They made the official language of the empire Arabic. Following old Roman practices, they built and renovated roads across their empire, and they created **milestones** in Arabic showing the distance to major cities and describing the improvements they had made.

For the first time, the Islamic caliphs also built **architectural masterpieces**. These would continue to be built in the Islamic Classical Age.

149

Literal. In what ways did the Umayyad Caliphate change the way the Islamic empire worked day to day?

» Answers may include: by making Arabic the official language of the empire and by building roads across the empire with milestones to major cities written in Arabic.

- **Support.** Discuss with students why the Umayyads wanted to make Arabic the official language of the Islamic empire. Guide them toward understanding that a single language would make an empire easier to rule for a number of reasons. For example: (1) officials sent to different parts of the empire would not have to learn a new language, (2) laws and official documents could be

written in one language, (3) trade could be conducted across the empire more easily, and (4) Arabic speakers would be more likely to identify with the Islamic empire than non-Arabic speakers.

Inferential. Why would the Umayyads have created milestones stating the distance to major cities in Arabic?

- » Answers will vary. Students may infer that signs in Arabic would reinforce the Umayyads' efforts to make Arabic the language of the empire. Also, markers showing—in Arabic—the distance to major cities would illustrate the huge size of the empire and that these important cities were part of it.

- Direct students to the world map you used in previous lessons, and then have them take another look at the “Expansion of Islam” map.
- As time allows, work with students in Small Group 1 to complete Activity Page 21.1. As necessary, model finding information in the text.

Note: The following content is from Activity Page 21.1 and includes suggested answers to activity questions.

Activity Page 21.1

1. Whom do the Shia believe should have been caliph after the civil war?
 - » Ali’s family
 2. Whom do the Sunni believe should have been caliph after the civil war?
 - » Muawiyah and his family
 3. What is *Shia* short for?
 - » Shi’at Ali, or the followers of Ali
 4. Why was the Umayyad dynasty unusual?
 - » Answers may vary, but students should understand that the title of caliph had never before been passed from father to son.
 5. Where in the world during the Middle Ages were family dynasties common?
 - » in the Christian countries of Europe
 6. What did the Umayyad Caliphate contribute to the empire?
 - » It made Arabic the empire’s official language, built roads and architectural masterpieces, and ruled for almost a hundred years.
-

READ-ALOUD (20 MIN.)

- Bring the class back together to read aloud “The Dome of the Rock” and “The Mosque/Cathedral of Córdoba” on pages 150 and 151.
- Tell students that they will now start learning about Islamic architecture, about which they will learn even more in the next lesson.
- During or after the reading, lead a discussion based on the questions that follow.



The Dome of the Rock

The Dome of the Rock

Toward the end of the Islamic civil war, the Umayyad caliph Abd al-Malik built the Dome of the Rock in Jerusalem. It is one of the oldest Islamic buildings and Islam's first great masterpiece.

Muhammad was believed to have **ascended** to heaven during his lifetime in an event called the Night Journey. Muslims disagree over whether this event occurred in Mecca or in Jerusalem. The Dome is a shrine that some Muslims in later centuries (and most Muslims today) have identified as marking the location from which Muhammad was believed to have ascended.

The Dome combines architectural styles from different parts of the Islamic empire. The structure followed a Byzantine model, but the tiles were brought from Persia. The result was something completely new that changed over the centuries.

150

Challenge

What does the design of the Dome of the Rock show about the Islamic empire?

- » Answers may vary, but students should understand that the Dome's combination of different architectural styles shows how large the Islamic empire was, and that it was inspired by many different cultures within the empire.

Literal. What architectural masterpiece did Caliph Abd-al-Malik build?

- » the Dome of the Rock in Jerusalem

Literal. What is significant to Muslims about the location of the Dome of the Rock?

- » It was built on the spot where some Muslims believe Muhammad had ascended to heaven on his "Night Journey."



The prayer hall at the Mosque of Córdoba

The Mosque/Cathedral of Córdoba

The Mosque of Córdoba, later converted into a Catholic cathedral, was built by the Muslims when they conquered Spain. Construction began in 784 CE, and the final **modifications** were completed 200 years later. The mosque is famous for its 856 pillars that have been compared to rows of palm trees. The pillars are arranged in a series of double **arches** that were an architectural innovation allowing for high ceilings. (A double arch consists of a lower horseshoe arch and an upper semicircular arch.) Wedge-shaped elements in these arches are colored **alternately** red or white, giving the **interior** of the mosque its **distinctive** appearance. The massive dome is decorated with blue tiles and **countless** numbers of stars.

151

Inferential. When was the building of the Mosque/Cathedral of Córdoba completed?

» in 984, 200 years after construction began in 784

- Direct students to the photos of the Dome of the Rock and the Mosque/Cathedral of Córdoba in the Reader, on pages 150 and 151, respectively.

Evaluative. Based on the text and the pictures, what are some elements of Islamic architecture?

» Answers will vary, but may include: massive domes, pillars, double arches, and colorful interiors.

Activity Page 21.2



- Have students complete Activity Page 21.2.

Note: The following content is from Activity Page 21.2 and includes suggested answers to activity questions.

Activity Page 21.2

1. What was unusual about Muawiyah's appointment of his successor as caliph?
 - » Muawiyah appointed his son, Yazid, as caliph. This was unusual because the position of caliph did not usually pass from father to son.
2. What event from the year 680 do Shiite Muslims still mourn, or remember sadly, to this day?
 - » Every year, Shiite Muslims mourn the killing of al-Husayn and his entire family by the army of Yazid.
3. Why did the expansion of the Islamic empire stop during the early days of the Umayyad dynasty?
 - » Muslims were too busy fighting among one another to conquer new territory.

Lesson 21: Writing Historical Fiction

Writing



Primary Focus: Students will draft a work of historical fiction using the elements of a story. [W.4.3]

PLAN THE STORY (CONTINUED) (10 MIN.)

- Have students continue planning their stories.
- If students finish quickly, encourage them to add details from their "Details for My Story" chart.

DISCUSS WRITING TIPS (15 MIN.)

- Tell students that today they will have time to write the stories that they outlined in their Historical Fiction Graphic Organizer, but first you want to go over some fun tips that will help make their writing more interesting.



- Direct the students to Activity Page 21.3.
- Remind students that they learned about first- and third-person narration in the Personal Narratives unit.
- Have a student read the text under “First-person vs. Third-person” aloud, then answer any questions the class might have about first- and third-person narration.
- Tell students they should decide whether they are going to write their story in the first person or the third person. Tell them they can always change their minds once they start writing.
- Tell students that, when writing their stories, they should try to think of verbs that describe the action very specifically. As an example, point out that instead of the word *said*, they might use one of the following verbs: *shouted*, *whispered*, *sang*, *asked*, *pleaded*, *whined*, *scolded*, *yelled*.
- Have students complete item B on Activity Page 21.3.
- Have a student read the first two sentences under “Unique Voices” aloud, then answer any questions students might have.
- Have students complete item C on Activity Page 21.3.

Note: The following content is from Activity Page 21.3.

Activity Page 21.3

Historical Fiction Writing Tips

A. First-person vs. Third-person. A story told in the first person is narrated by a character. A story told in the third person is told by someone who is not a character. Example of First-person Narration: I decided to spit right back at the next camel that spat at me. Example of Third-person Narration: The girl decided she would spit right back at the next camel that spat at her.

B. Use Specific Verbs. Write down three words you could use instead of *went* in the following sentence: Omar went to his tent without talking to anyone.
Example: *marched*

- 1.
- 2.
- 3.

C. Unique Voices. Everyone has his or her own way of speaking. When you are writing dialogue for a character, think about that character's unique voice. How might the following characters ask for a cup of tea from a merchant in the marketplace? Write what you think they might say.

1. A grumpy grandfather who buys tea from the merchant every day:
2. A shy Bedouin child who is in a big city for the first time:
3. A busy caravan leader who is running late:



Check for Understanding

When you read the statements above, ask students to show you on their fingers which person is the speaker (one: first person; three: third person).

Activity Page 21.4



Writing
Writing

Entering/Emerging

Students will draft in a collaborative group with a teacher.

Transitioning/Expanding

Provide students with the Elements of Story Graphic Organizer that you prepared in advance.

Bridging

Provide each student with a peer editor to check in with as needed during drafting.

WRITE THE STORY (20 MIN.)

- Direct students to Activity Page 21.4 and have them work on their story independently. Tell them that you will circulate to answer any questions.
- Tell them that they should not worry about finishing their story in the time remaining. They can continue to write at home or during other school time.
- Before the end of the lesson, give a few volunteers the chance to share a paragraph of their story with the class. If necessary, go over the etiquette of sharing beforehand.
- Encourage students to continue working on their stories.

Note: The following content is from Activity Page 21.4.

Activity Page 21.4

My Work of Historical Fiction

Title:

Story:

End Lesson

22

The Classical Age

PRIMARY FOCUS OF LESSON

Reading

Students will identify and discuss important features of classical Islamic architecture using details from the text. [RI.4.1]

Grammar

Students will form and use the progressive verb tense. [L.4.1b]

Morphology

Students will use words with the root *graph* accurately in sentences. [L.4.4]

Spelling

Students will correctly use their academic vocabulary words in sentences that demonstrate their understanding of the context. [L.4.4]

FORMATIVE ASSESSMENT

Activity Page 22.1

Sentence Types Differentiate the four sentence types and write an example of each. [L.4.4]

Activity Page 22.2

Root *graph* Use words with the root *graph* accurately in sentences. [L.4.4b]

Activity Page 22.3

Spelling Words Use academic vocabulary words in sentences that demonstrate understanding of the context. [L.4.4]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---------------------------|----------------------------|---------|--|
| Reading (45 min.) | | | |
| Review and Vocabulary | Whole Group | 5 min. | <input type="checkbox"/> <i>Scholars, Traders, and Warriors: The Rise of an Empire</i>
<input type="checkbox"/> Islamic Architecture Poster
<input type="checkbox"/> Islamic architecture images |
| Group Reading | Whole Group | 10 min. | |
| Read-Aloud | Whole Group | 15 min. | |
| Islamic Architecture Game | Small Group/
Partner | 15 min. | |
| Language (45 min.) | | | |
| Grammar | Whole Group/
Partner | 15 min. | <input type="checkbox"/> Sentence Types Poster
<input type="checkbox"/> Activity Page 22.1 |
| Morphology | Whole Group/
Individual | 15 min. | <input type="checkbox"/> Roots Poster
<input type="checkbox"/> Activity Page 22.2 |
| Spelling | Partner | 15 min. | <input type="checkbox"/> Activity Page 22.3 |

ADVANCE PREPARATION

Reading

- Prepare an Islamic Architecture Poster. Alternatively, you can access a digital version of this poster in the digital components for this unit. The text of the poster follows:

Features of Islamic Architecture

mihrab a semicircular niche located inside a mosque and pointing toward Mecca

minaret a tall tower in some mosques from which Muslims are called to prayer

dome a rounded roof that often brings to mind the sky and heavens

calligraphy decorative handwriting. Arabic calligraphy was often incorporated into the design of mosques and other buildings

geometric designs patterns of shapes that, when repeated, can create the impression of an infinite universe

double arch the combination of a lower horseshoe-shaped arch and an upper semicircular arch, like those seen in the Mosque/Cathedral of Córdoba

pointed arch an arch that is rounded but with a point on top

ogee arch an arch whose top is shaped like an S

arabesque a design of intertwined branches and leaves

- Prepare projections of images of Islamic architecture for the game at the end of this lesson. These images are available in the digital components for this unit.

Language

Grammar

- Prepare to break the class into small groups to complete Activity Page 22.1.
- Ensure the Sentence Types Poster is displayed.

Morphology

- Ensure the Roots Poster is displayed.

Universal Access

- Modify Activity Page 22.2 to have only two multiple-choice options each.
- Create a list of architectural elements and examples printed on a single page to be used as a reference during the game.

ACADEMIC VOCABULARY

descended, v. to have had a specific family or person among one's ancestors (49)

prosperous, adj. successful (49)

flourished, v. was successful and widespread (49)

courtyards, n. yards that are open to the sky but enclosed on the sides (49)

subtly, adv. in a way that is complicated and pleasant (49)

storehouses, n. warehouses; places where things are stored (51)

manuscripts, n. books or documents (51)

geometric, adj. patterned with shapes (53)

imposing, adj. impressive (55)

graceful, adj. beautiful; elegant (55)

inspired, v. produced a feeling or thought in someone (55)

awe, n. a feeling of being very impressed (55)

inscribed, v. engraved (55)

interlocked, v. connected (55)

infinite, adj. going on forever (55)

expanse, n. a vast space (55)

elaborate, adj. fancy and detailed (56)

tranquility, n. a state of calm (56)

intertwined, v. connected (56)

spiral, adj. long and winding (56)

Start Lesson

Lesson 22: The Classical Age

Reading



Primary Focus: Students will identify and discuss important features of classical Islamic architecture using details from the text. [RI.4.1]

REVIEW AND VOCABULARY (5 MIN.)

1. **Literal.** In the last two lessons, you learned about two branches of Islam. What are those branches called?
 - » Shia and Sunni
 2. **Evaluative.** What was the origin of those two branches?
 - » Answers may point to the civil war battle between Ali and Muawiyah. Answers may also point to Muhammad's sermon in which he spoke of Ali.
 3. **Literal.** What caliphate did you learn about in chapter 13?
 - » the Umayyad Caliphate
 4. **Literal.** Why were many Muslims opposed to the rule of the Umayyads?
 - » Because, as Shias, they believed that a relative or descendant of Muhammad's should be caliph.
- Tell students that after the rule of the Umayyads, power in the Islamic empire shifted again, and that in this lesson they will learn about the Abbasid dynasty, whose caliphs were descended from a relative of Muhammad's—his uncle.
 - Tell students that the time during which the Abbasids ruled was known as the Islamic Classical Age.
 - Have students turn to the table of contents of the Reader, locate chapter 5, and turn to the first page of the chapter.
 - Preview the core vocabulary words before reading the chapter.
 - Begin by telling students the first vocabulary word they will encounter in this chapter is *descended*.
 - Have them find the word on page 153. Explain that each word is bolded the first time it appears in the chapter.
 - Have students refer to the glossary at the back of the Reader and locate *descended*, then have a student read the definition aloud.
 - Explain the following:
 - the part of speech
 - alternate forms of the word
 - Have students reference their Activity Books while you read each word and its meaning.

Challenge

What are the similarities and differences between the Shia and the Sunni?

- » Both branches believe in the Qur'an as Muhammad's revelation, but they differ in many of their practices and in their opinions regarding who was the rightful caliph.

descended, v. to have had a specific family or person among one's ancestors (49)

prosperous, adj. successful (49)

flourished, v. was successful and widespread (49)

courtyards, n. yards that are open to the sky but enclosed on the sides (49)

subtly, adv. in a way that is complicated and pleasant (49)

storehouses, n. warehouses; places where things are stored (51)

manuscripts, n. books or documents (51)

geometric, adj. patterned with shapes (53)

imposing, adj. impressive (55)

graceful, adj. beautiful; elegant (55)

inspired, v. produced a feeling or thought in someone (55)

awe, n. a feeling of being very impressed (55)

inscribed, v. engraved (55)

interlocked, v. connected (55)

infinite, adj. going on forever (55)

expanse, n. a vast space (55)

elaborate, adj. fancy and detailed (56)

tranquility, n. a state of calm (56)

intertwined, v. connected (56)

spiral, adj. long and winding (56)

GROUP READING (10 MIN.)

- Have a student read The Big Question of chapter 5 aloud:
 - What was life like for Muslims during the Islamic Classical Age?
- Explain to students they will read to learn about the many accomplishments of Muslims during the Islamic Classical Age.
- Use a Whole Group Reading strategy for the class to read the introductory paragraphs on page 153 and the section titled "Knowledge in the Classical Age."
- During or after the reading, lead a class discussion centered on the questions that follow.

Chapter 14

The Classical Age

THE BIG QUESTION

What was life like for Muslims during the Islamic Classical Age?

In the 740s, fighting broke out again in the Islamic empire. Shias, who still followed Ali, continued to rebel against the Umayyad caliphate.

This time, the Umayyads were defeated. Only one member of the family survived: he fled to Spain, where his family continued to rule under a new, separate caliphate.

In the rest of the Muslim world a new dynasty emerged: that of the Abbasids, **descended** from another member of Muhammad's family (his uncle).

The story of early Islam might sound like one of constant battles, but it was actually very stable compared with what was occurring in Europe and elsewhere. The Abbasids ruled for 500 years, moving the capital from Damascus in Syria to Baghdad in modern-day Iraq. Under them, the Islamic empire was very **prosperous**. Art, science, mathematics, and architecture **flourished**. This period is known as the Islamic Classical Age.

During the Classical Age, the Islamic world was much wealthier, and more scientifically advanced, than Europe. Jews, Christians, and Muslims coexisted in great cities. They lived in houses with **courtyards** and fountains and dined on **subtly** spiced foods. Their homes were filled with goods from across the empire and beyond.

The Classical Age was possible because of the size of the Islamic empire. Muslims were able to take ideas from different parts of the world and merge them into something completely new.

153

Support

You may wish to remind students that in the previous chapter they read about two other periods of fighting between the Shia and the Sunni (or supporters of Ali and the Umayyad caliphs, respectively).

Literal. Who defeated the Umayyads?

- » the Shias, who still followed Ali

Evaluative. Were the Umayyads defeated completely?

- » No. The Umayyad caliph fled to Spain and continued to rule there.

Literal. What was the name of the caliphate that came into power after the Umayyads were defeated?

- » the Abbasid Caliphate

Inferential. Was the Abbasid Caliphate stable? Find evidence in the text to support your answer.

- » Yes. The Abbasids ruled for over 500 years, and the text says that the Islamic empire was more stable than elsewhere.

Evaluative. Can you give some examples of daily life under the Abbasids?

- » Jews, Christians, and Muslims lived side by side in large cities. Many had houses with fountains and courtyards. They ate fancy food and owned goods from across the empire and beyond.

Evaluative. How did the size of the Islamic empire contribute to accomplishments during the Classical Age?

- » Because the empire was so large, Muslims were able to gather ideas from people all over the world, including people in Europe, the Middle East, and Asia.

1. **Literal.** What two architectural masterpieces, built during the Umayyad Caliphate, did we read about in chapter 13?

» the Dome of the Rock and the Mosque/Cathedral of Córdoba

• Read the following passage from page 150 of chapter 13 aloud:

The Dome combines architectural styles from different parts of the Islamic empire. The structure followed a Byzantine model, but the tiles were brought from Persia. The result was something completely new....

2. **Inferential.** How does this passage on the Dome of the Rock connect to the last paragraph on page 153?

» This passage describes the way in which different architectural styles from across the empire were incorporated into the Dome of the Rock. Similarly, the last paragraph on page 153 states that the Classical Age was possible because Muslims were able to combine ideas from across the empire.



Knowledge in the Classical Age

The Abbasid Caliphate was a magnet for scholars throughout the empire, regardless of their religion. Persians, Greeks, Indians, and others flocked there. Baghdad became one of the greatest **storehouses** of knowledge in the world, particularly of old Greek texts translated into Arabic.

As well as translating ancient Greek and Roman **manuscripts**, circles of scholars worked together and debated one another. Logic and reasoning were an important part of Islam, and that extended to the field of science.

With so much knowledge at their fingertips, scholars made countless scientific, philosophical, mathematical, and other discoveries. These contributions were often years, decades, even centuries ahead of developments in other parts of the world.

Developments during the Classical Age:

1) A drawing explaining the different phases of the moon, 2) a physician learning a complex surgical method, and 3) a drawing of a mechanical device

Inferential. The first paragraph of “Knowledge in the Classical Age” suggests one way that scholars in Baghdad had knowledge at their fingertips. The second paragraph suggests another way. What are they?

- » Answers will vary. The first paragraph states that Baghdad was a great storehouse of old texts. The second paragraph states that scholars debated one another and worked closely together. Both of these facts suggest that scholars had a great deal of knowledge at their fingertips. The first example explains that scholars had easy access to knowledge through books. The second example describes scholars having easy access to each other’s ideas.

Support

Read the following sentence from page 155: “With so much knowledge at their fingertips, scholars made countless scientific, philosophical, mathematical, and other discoveries.” Explain that when we say someone has something *at their fingertips*, we mean that he or she is able to get it quickly and easily.



Reading for Information

Reading/Viewing Closely

Entering/Emerging

One team should consist of struggling students with a teacher to help them reference the text during the game.

Transitioning/Expanding

Provide students with the list of architectural elements that you prepared in advance.

Bridging

Assign someone on the team as the person who will reference the text to find the names of the architectural elements.

READ-ALOUD (15 MIN.)

- Tell students that you will be reading the next two sections of the chapter aloud, and that they should follow along carefully.
- As features of mosques and elements of Islamic architecture are mentioned in the Reader, have students find examples of these features in the pictures accompanying the text. Also, direct students' attention to the definitions of the features on the Islamic Architecture Poster so that when features are mentioned in the text, students understand what they are and what they look like.

ISLAMIC ARCHITECTURE GAME (15 MIN.)

- Tell students they will be playing a game to review some features of Islamic architecture.
- Break the class into four or five groups.
- On the board, draw a scoreboard that includes a column to record each team's points.
- Using the digital components for this unit, project an image of the interior or exterior of a structure built in the Islamic style.
- Give students about a minute to write down all the elements of Islamic architecture that they can find in the image.
- Give every group a point for each element that they correctly identify.
- Have the group that finds the most elements send a representative to the front of the room for a bonus question.
- The suggested bonus questions below are presented as statements. If the student thinks the statement is true, he or she should say "true." If the student thinks the statement is false, he or she should say "false."
- If the student answers a bonus question correctly, his or her group receives five extra points. If the student answers a question incorrectly, the group that came in second in identifying architectural elements in the image you projected should send a representative to the front of the room for a different bonus question.



Check for Understanding

Ask the Suggested Bonus Questions below and have students put up one finger if they think the answer is true, and two if they believe it is false.

Suggested Bonus Questions

1. Minarets were mainly used to look out for attacking enemies. True or false?
 - » False. They were towers from which Muslims were called to prayer.
2. (After displaying image of the Dome of the Rock) This is the Dome of the Rock. True or false?
 - » true
3. The mihrab of a mosque faces Medina. True or false?
 - » False. It faces Mecca.
4. The stained-glass windows of mosques often feature images of Muhammad. True or false?
 - » False. Islamic art and architecture rarely portray Muhammad.
5. Geometric patterns in mosques are meant to remind Muslims of the endlessness of the universe. True or false?
 - » true
6. The Abbasids moved the capital of the Islamic empire to a city located in what is today the country of Iraq. True or false?
 - » true
7. (After displaying an image of a medieval cathedral from the Middle Ages unit) This is an example of Islamic architecture. True or false?
 - » false
8. Arabesque patterns were based on the intertwining of plant stems and leaves. True or false?
 - » true

Lesson 22: The Classical Age

Language



GRAMMAR (15 MIN.)

Primary Focus: Students will form and use the progressive tense. [L.4.1b]

Practice Sentence Types

- Tell students that they will next continue to learn about and practice sentence types.
- Direct students to Activity Page 22.1 in their Activity Books.
- Review the instructions and example with the class.
- Tell students that they will work in small groups to complete the activity.
- Tell them that although they will be working in groups to come up with sentences for items 1–11, each student needs to write the sentences for every item in his or her own Activity Book.
- Break students into groups of about four students each, and have them complete the activity.

Note: The following content is from Activity Page 22.1 and includes suggested answers to activity questions.

Activity Page 22.1

For each item, write a sentence that is of the type indicated and that uses the word provided.

Example:

Sentence Type: declarative

Word: *spinach*

The spinach will be on sale tomorrow.

1. Sentence Type: declarative

» Word: *pony*

2. Sentence Type: interrogative

» Word: *lighthouse*

Activity Page 22.1



3. Sentence Type: imperative
 - » Word: *burn*
4. Sentence Type: exclamatory
 - » Word: *mosquito*
5. Sentence Type: imperative
 - » Word: *oasis*
6. Sentence Type: exclamatory
 - » Word: *fog*
7. Sentence Type: declarative
 - » Word: *illiterate*
8. Sentence Type: interrogative
 - » Word: *olive*
9. Sentence Type: declarative
 - » Word: *bear*
10. Sentence Type: exclamatory
 - » Word: *scorching*
11. **Challenge.** Sentence Type: declarative sentence containing a question
 - » Word: *caravan*

The Progressive Verb Tense

- Copy the following chart onto the board:

| Simple | Progressive |
|------------------------------------|---|
| I walk to band practice. | I am walking to band practice. |
| He/She walks to band practice. | He/She is walking to band practice. |
| You/We/They walk to band practice. | You/We/They are walking to band practice. |

- Ask students what the difference in meaning is between the two “I” sentences.
 - » *I walk to band practice* is general and doesn’t necessarily suggest a specific instance of walking. *I am walking* suggests that the action is happening right now.
- Give students additional verbs (e.g., to sit, to dance, to float) and ask them to come up with simple and progressive present tense sentences for each. Have them explain the difference in meaning between the two.

- Have students take out a sheet of paper and number lines 1-6.
- Write the following on the board.
 1. write
 2. eat
 3. look
 4. juggle (I)
 5. run (we)
 6. poke (she)
- Tell students that for the first three verbs, you will read them three “fill in the blank” sentences, and that they should then write down the progressive form of the verb that correctly fills in the blank.
- Read the following sentences, pausing after each one so students can fill in the blank.
 1. Even though she is only twelve, Maria ____ her autobiography.
 - » is writing
 2. The twins can't play right now because they ____ breakfast.
 - » are eating
 3. You ____ at the next class president.
 - » are looking
- For items 4-6, have students write their own sentences using the pronouns and the present progressive form of the verbs you wrote on the board.
 - » Answers will vary.
- Have students share their sentences.

MORPHOLOGY (15 MIN.)

Primary Focus: Students will use words with the root *graph* accurately in sentences. [L.4.4]

- Remind students that a few days ago, they learned the root word *graph*. What does the root *graph* mean, and what are some English words that include that root?
 - » Students should remember that *graph* comes from ancient Greek and means “something written or drawn.” They should provide some examples that were reviewed during Lesson 19.
- Direct students to Activity Page 22.2, and review the instructions for items 1–4 and items 5–8. Ensure that each student has a partner to complete items 5–8. Tell them that they can go back to the vocabulary list in their Activity Books to check the definitions of any of the *graph* words.

Note: The following content is from Activity Page 22.2.

Activity Page 22.2

For items 1–4, write a sentence using the word provided.

1. Word: *biography*
2. Word: *paragraph*
3. Word: *bibliography*
4. Word: *graphic*

For items 5–8, write a sentence using one of the four words provided, leaving a blank space where the word itself should be. After completing items 5–8, swap Activity Books with your partner and ask him or her to figure out which of the four words best completes your sentence.

For example, for item 5, if you chose the word *cartography*, you might write the following sentence, being careful to insert a blank instead of *cartography*:

“Because of his interest in maps, he decided to write a report on ____.”

Your partner would then have to choose *cartography* as the word that best completes your sentence.

5. Word choices: *biography*, *calligraphy*, *cartography*, *graphite*
 - » The word that best completes my partner’s sentence is ____.

Activity Page 22.2



Language
Evaluating Language
Choice

Entering/Emerging

Students should work in a small group with the teacher to complete Activity Page 22.2.

Transitioning/Expanding

Provide students with modified version of Activity Page 22.2 that has only two multiple-choice options for the “Word Choice” portion.

Bridging

Each student should work with a peer who can support this activity.

6. Word choices: *graph, choreography, autograph, calligraphy*
» The word that best completes my partner's sentence is ____.
7. Word choices: *biography, bibliography, cartography, phonograph*
» The word that best completes my partner's sentence is ____.
8. Word choices: *photography, telegraph, graphite, autobiography*
» The word that best completes my partner's sentence is ____.
-

SPELLING (15 MIN.)

Primary Focus: Students will correctly use their academic vocabulary words in sentences that demonstrate their understanding of the context. [L.4.4]

- Tell students they will practice writing the spelling words.
 - Have students turn to Activity Page 22.3. Explain that they may work with a partner to complete the activity, but that the activity must be completed in each student's Activity Book.
 - Remind students that they will have a Spelling Assessment in the next lesson.
 - Collect completed Activity Page 22.3 to review and grade at a later time.
-



Activity Page 22.3



Check for Understanding

When going over questions 1–4 on Activity Page 22.3, ask students to show you their choice by holding up one finger if they think the word is a verb, two if it is a noun, or three if it is an adjective.

Note: The following content is from Activity Page 22.3 and includes suggested answers to activity questions.

Activity Page 22.3

Practice Using Spelling Words

- For questions 1–4, circle the part of speech of each of the words provided.
1. *guilty*: verb noun (adjective)
 2. *diverse*: verb noun (adjective)

3. *integrity*: verb (noun) adjective

4. *conquest*: verb (noun) adjective

For questions 5–9, use the spelling words provided in a complete sentence. Note that question 9 asks you to use two spelling words in a complete sentence.

» Answers will vary.

5. word: *collapse*

6. word: *governor*

7. word: *humiliate*

8. word: *illiterate*

9. words: *hyena*; *fray*

~~~~~End Lesson~~~~~

## 23

# The Crusades

## PRIMARY FOCUS OF LESSON

### Language

Students will demonstrate ability to spell targeted words correctly.

[L.4.2]

### Reading

Students will answer factual and inferential questions about the Crusades.

[RI.4.1]

### Writing

Students will present their historical fiction stories and provide feedback to peers based on the elements of a story. [SL.4.4]

## FORMATIVE ASSESSMENT

### Activity Page 23.1

**Spelling Assessment** Demonstrate the ability to spell targeted words correctly. [L.4.2]

### Activity Page 23.2

**Reading Reflection** Answer factual and inferential questions about the Crusades. [RI.4.1]

## LESSON AT A GLANCE

|                        | Grouping    | Time    | Materials                                                                               |
|------------------------|-------------|---------|-----------------------------------------------------------------------------------------|
| Language (15 min.)     |             |         |                                                                                         |
| Spelling Assessment    | Individual  | 15 min. | ☐ Activity Page 23.1                                                                    |
| Reading (45 min.)      |             |         |                                                                                         |
| Review and Vocabulary  | Whole Group | 5 min.  | ☐ <i>Scholars, Traders, and Warriors: The Rise of an Empire</i><br>☐ Activity Page 23.2 |
| Whole Group Read       | Whole Group | 20 min. |                                                                                         |
| Read-Aloud             | Whole Group | 20 min. |                                                                                         |
| Writing (30 min.)      |             |         |                                                                                         |
| Read Notes and Prepare | Individual  | 10 min. | ☐ Activity Page 21.4 with Teacher Feedback                                              |
| Partner Share          | Partner     | 20 min. |                                                                                         |

## ADVANCE PREPARATION

### Writing

- Ensure that you've provided feedback on students' historical fiction stories from Lesson 21.
- Strategically plan partners for sharing.

### Universal Access

- Create a modified version of Activity Page 23.2 that includes page numbers of the Reader for reference.
- Provide sentence stems for students who may struggle to provide feedback. Example: When you wrote \_\_\_\_, it made me think \_\_\_\_.

## ACADEMIC VOCABULARY

**rousing, adj.** exciting (66)

**access, v.** approach; use (67)

**jockeying, v.** competing for (67)

**waned, v.** faded (68)

**figurehead, n.** a person who holds the title of head of a group but has no real power (68)

**renowned, adj.** famous (68)

**fractured, adj.** broken, split (68)

**rampage, n.** violent, destructive behavior (68)

**barracks, n.** housing for soldiers (70)

**intensively, adv.** with great effort (70)

**elite, adj.** the choice or best of anything (70)

**valiant, adj.** brave (72)

**finance, v.** provide money for (72)

**bewildered, adj.** confused (73)

**beset, v.** attacked; surrounded (73)

**agitated, adj.** upset (73)

**pageboys, n.** young messengers (74)

**chivalry, n.** a code of honor often connected to European knights of the Middle Ages (74)

## Lesson 23: The Crusades

# Language



### SPELLING ASSESSMENT (15 MIN.)

**Primary Focus:** Students will demonstrate ability to spell targeted words correctly.  
[L.4.2]

- Have students turn to Activity Page 23.1 of their Activity Books for the Spelling Assessment.
- Using the following list, read the words one at a time in the following manner: say the word, use it in the suggested sentence, and then repeat the word.
- Tell students that after you read through the spelling words and example sentences, you will review the words once more.
- Encourage students to pronounce each word quietly as they spell it out syllable by syllable.

### Activity Page 23.1



| Spelling Word | Example Sentence                                                                              |
|---------------|-----------------------------------------------------------------------------------------------|
| 1. collapse   | Empires often <i>collapse</i> when they became too large to govern.                           |
| 2. diverse    | As Christians and Jews moved to Arabia, the population became more <i>diverse</i> .           |
| 3. hyena      | The <i>hyena</i> awoke at night to hunt for food.                                             |
| 4. integrity  | The more the lady lied, the more I doubted her <i>integrity</i> .                             |
| 5. illiterate | Although the toddler was <i>illiterate</i> , she liked looking at the pictures in magazines.  |
| 6. fray       | I did not want to take sides, so I stayed out of the <i>fray</i> .                            |
| 7. conquest   | Religious conversions and military <i>conquests</i> both helped the Islamic empire to expand. |
| 8. governor   | Before he was president, George W. Bush was the <i>governor</i> of Texas.                     |
| 9. guilty     | Lorena admitted that she was <i>guilty</i> and accepted her punishment.                       |
| 10. humiliate | It is difficult to <i>humiliate</i> someone who has self-respect.                             |

- After reading through the list of words and suggested sentences once, review the vocabulary again slowly, reading each word once more.
- Collect all Spelling Assessments to grade later. Use of the Spelling Analysis Chart in this spelling lesson is highly recommended to identify and analyze students' errors.

**Note:** The following content is from Activity Page 23.1.

### Activity Page 23.1

---

Write the spelling words as your teacher calls them out.

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
  - 8.
  - 9.
  - 10.
-

## SPELLING ASSESSMENT ANALYSIS

[illegible]



- It may be helpful to refer to the Pronunciation/Syllabication Chart below.

| Pronunciation/Syllabication |                  |                              |
|-----------------------------|------------------|------------------------------|
| Word                        | CK Code          | Syllable Type                |
| collapse                    | /kə*laps/        | ə*closed                     |
| diverse                     | /die*vers/       | open*digraph                 |
| hyena                       | /hie*ee*na/      | open*open*ə                  |
| integrity                   | /in*teg*rə*tee/  | closed*closed*r-controlled*ə |
| illiterate                  | /il*lit*er*ət/   | closed*closed*r-controlled*ə |
| fray                        | /frae/           | open                         |
| conquest                    | /kon*quest/      | closed*closed                |
| governor                    | /gə*və*ner/      | ə*ə*r-controlled             |
| guilty                      | /gil*tee/        | closed*open                  |
| humiliate                   | /hue*mil*ee*aet/ | open*closed*open*digraph     |

- Misspellings may be due to many factors. You may find it helpful to use the Spelling Analysis Chart on the previous page to record any student errors. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors at the ends of words?
  - Is the student consistently making errors in multisyllable words but not single-syllable words?

## Lesson 23: The Crusades

# Reading



**Primary Focus:** Students will answer factual and inferential questions about the Crusades. [RI.4.1]

### REVIEW AND VOCABULARY (5 MIN.)

- Remind students that in the last two lessons they learned about the Islamic Classical Age and the vastness of the Islamic empire.
- Tell students that in this chapter they are going to learn about European Christians invading the Islamic empire in order to gain control of Jerusalem.
- Direct students to the “Expansion of Islam” map on page 148 (chapter 13) of the Reader. Identify Jerusalem on the map.
- Tell students that Jerusalem is the capital of the modern-day country of Israel.
- Remind students that in the “Dome of the Rock” section in chapter 13, they read that Jerusalem contains sites that are holy to Jews, Muslims, and Christians.
- Have students turn to the table of contents of the Reader, locate chapter 15, and turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *rousing*.
- Have them find the word on page 170. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *rousing*, then have a student read the definition aloud.
- Explain the following:
  - the part of speech
  - alternate forms of the word

- Have students reference the vocabulary page in their Activity Books while you read each word and its meaning.

**rousing, adj.** exciting (66)

**access, v.** approach; use (67)

**jockeying, v.** competing for (67)

**waned, v.** faded (68)

**figurehead, n.** a person who holds the title of head of a group but has no real power (68)

**renowned, adj.** famous (68)

**fractured, adj.** broken, split (68)

**rampage, n.** violent, destructive behavior (68)

**barracks, n.** housing for soldiers (70)

**intensively, adv.** with great effort (70)

**elite, adj.** the choice or best of anything (70)

**valiant, adj.** brave (72)

**finance, v.** provide money for (72)

**bewildered, adj.** confused (73)

**beset, v.** attacked; surrounded (73)

**agitated, adj.** upset (73)

**pageboys, n.** young messengers (74)

**chivalry, n.** a code of honor often connected to European knights of the Middle Ages (74)

### WHOLE GROUP READ (20 MIN.)

- Have a student read The Big Question of chapter 15 aloud:
  - Why did the Christians launch the Crusades?
- Explain to students that they will read to learn about the Crusades and how the Muslims responded to them.
- Using a Whole Group Reading practice, read chapter 15 (stopping at “The story of Saladin and Richard the Lionheart”) with students. During or after the reading, lead students in a discussion based on the questions that follow.



City of Jerusalem

## Chapter 15

# The Crusades

**THE BIG QUESTION**  
Why did the Christians launch the Crusades?

### The First Crusade

On November 27, 1095, Pope Urban II gave a **rousing** speech to a congregation in southern France. The Muslims, he said, had invaded Jerusalem. Christians had a duty to claim it back.

The crowd screamed in support. “God wills it,” they chanted. Thousands of men, inspired by the Pope’s words, went to war: the First Crusade had begun.

Jerusalem was the holy city of the Muslims, the Christians, and the Jews (remember, all three religions had a common root). Pilgrimages to Jerusalem had remained common for Christians after it became

170

**Literal.** What events led to the First Crusade?

- » Answers will vary but may include the pope’s speech in 1095, the Christians being unhappy with the Muslims’ presence in Jerusalem, and the Muslims making it difficult for Christians to visit Jerusalem.

**Inferential.** There were many cities in the Islamic empire that were much larger and wealthier than Jerusalem. Why was control of Jerusalem so important?

- » because it had religious significance to Muslims, Christians, and Jews

**Evaluative.** Why is Jerusalem a holy city to Muslims? You can look back at the “Dome of the Rock” section of chapter 13 for help.

- » Many Muslims believe that Muhammad ascended to heaven during his lifetime on a “Night Journey” from Jerusalem, at the location of the Dome of the Rock.

## Support

Carefully review the last paragraph on page 171, including the facts that different kingdoms within the Islamic empire were “jockeying for power” and that “rebellions and wars were common.” Remind students that in chapter 1, they read that the Roman Empire became “too big to govern” (page 4). Help students to make a connection between the Islamic empire as described in chapter 6 and the Roman Empire as described in chapter 1. They should understand that in both cases, the empires became extremely large, making it more difficult to control individual countries and groups. You may wish to point out that in addition to fighting the Persians, the Roman Empire was also beset by internal rebellions prior to its collapse.



a city within the Islamic empire. But, recently, it had become more difficult to **access** Jerusalem. A new Turkish group called the Seljuks had invaded it and did not welcome Christian pilgrims.

This is one of the reasons that the Crusades were launched. There are other possible causes. Some believe the Pope was trying to win more power in Europe by uniting soldiers and kingdoms behind him. Others think it was a way to stop war between Christian nations, by having them target a new enemy.

Whatever the cause, the Crusades were a surprise for most Muslims. It didn't occur to them that an army from Europe would cause them problems. Normally, they would have been right. The Islamic empire was larger, richer, and more powerful than Europe. But there was trouble within the empire. Different kingdoms were **jockeying** for power, and rebellions and wars were common. The Muslim armies were exhausted, and it made them vulnerable to attack from the outside.

171

**Literal.** Why did the First Crusade take the Muslims by surprise?

- » The Islamic empire was larger, richer, and more powerful than the Christian countries of Europe. Therefore, the Muslims did not expect the Europeans to attack the Islamic empire.

**Evaluative.** What empire similarly once thought it was larger, richer, and more powerful than the Islamic empire?

- » the Byzantine Empire

### *A Fractured Empire*

By the time of the Crusades, the Abbasids' power had **waned**. Different corners of the empire had started to rule themselves, only supporting the caliph in name. In Baghdad, the capital, the Seljuk Turks ruled as "sultans," with the caliph as a mere **figurehead**. The Turks were **renowned** as warriors who were particularly skilled in archery and horsemanship.

By the eleventh century, therefore, the empire was **fractured**. Some of the groups fought one another. This made them more vulnerable to attack from outside.

The First Crusade conquered Jerusalem and many other cities in less than three years. As the crusaders swept into Jerusalem, soldiers went on a **rampage**, massacring some of the inhabitants. In a letter to a relative, an elderly Jewish man described the massacre:

"They killed everyone in the city, Muslims or Jews. The few who survived were made prisoners. We all hoped that our Sultan would chase these men away. But time after time our hopes failed. Yet to this very moment we hope that God will give our Sultan's enemies into his hands."

172

**Challenge.** How are the problems of an empire being "too big to govern" reflected in the chapter 15 box "A fractured empire" on page 172?

- » Different parts of the empire ruled themselves (and were not, therefore, ruled by the caliph) and fought among themselves.

**Evaluative.** Was the First Crusade a success for the Europeans?

- » Yes. The armies of the First Crusade captured Jerusalem in less than three years.

### Challenge

In what way might we question the success of the First Crusade?

- » Answers will vary but should focus on the behavior of the European soldiers toward the people of Jerusalem.



## The Second Crusade

The First Crusade had been a success for the Europeans. They had conquered Jerusalem in a very short period, catching the Muslim armies by surprise. For 40 years they ruled successfully, establishing large castles to defend their territory.

But the Muslims were regrouping. In 1144, they launched a successful attack on Edessa, a large city held by the crusaders. The fall of Edessa signaled the first major Muslim victory against the crusaders and prompted a Second Crusade from Europe, with new armies.

While the First Crusade was a victory for Europe, the second was a humiliation. The armies of the Second Crusade did not even try to

Battle between the crusaders and Muslims



### Challenge

What does the word *humiliation* on the bottom of page 173 suggest about the extent to which the Second Crusade failed?

- » that the Second Crusade was a large, embarrassing failure

**Evaluative.** What event sparked the Second Crusade?

- » the Muslims successfully taking Edessa

**Inferential.** How did the results of the Second Crusade differ from the results of the First Crusade?

- » The European Christians successfully conquered Jerusalem and much of the surrounding region during the First Crusade. However, the Muslims defeated the European armies in the Second Crusade.

## The Mamluks

Early in Islamic history, beginning with the Umayyads, the caliphs had started to rely on soldiers from outside of Arabia. People from across the empire joined their armies, including non-Muslims.

Some of these people became Mamluk soldiers. Mamluks were a unique group, mostly Turkic, or from the Caucasus. Formally “property” of the caliph, they started training from a very young age. Boys as young as thirteen were converted to Islam, placed in **barracks**, and worked **intensively** to learn archery, sword fighting, and horsemanship. They developed deep friendships with one another and loyalty to their officers and caliph. They became the most **elite**, and effective, fighting force in the empire.

Many Mamluks themselves rose to power, becoming generals of the armies. Often, only those who were Mamluks were eligible for the highest positions. The Mamluks were important fighters in the later crusades, and, eventually, after they defeated the crusaders, they formed a dynasty of Mamluks that ruled Egypt, Syria, and most of Arabia.

174

**Literal.** Who were the Mamluks?

- » an elite group of soldiers who fought for the caliph and eventually became rulers in parts of the Islamic world

**Literal.** What training did the Mamluks receive?

- » Beginning at the age of 13, they trained intensively in archery, sword fighting, and horsemanship.



reconquer Edessa. Instead, they tried to attack the great city of Damascus in 1148. They were defeated and had to retreat.

### Saladin and the Third Crusade

Salah ad-Din (or, “Saladin,” to the Europeans) is one of the most remarkable leaders in history. Before the Third Crusade he had followed his uncle (a famous general) and conquered many of the fractured Islamic territories, including Egypt and Syria. He was a great military leader and was also seen as a wise, compassionate man.



Salah ad-Din, the first sultan of Egypt and Syria and the founder of the Ayyubid dynasty

Saladin was initially willing to leave Jerusalem in the hands of the Christians, and he signed a treaty promising this. But then one of the crusader leaders, Raynald de Châtillon, broke the treaty. This caused Saladin to attack the crusaders, defeat them, and capture Jerusalem, in 1187. It was these events that sparked the Third Crusade, led by one of the most famous warriors in medieval Europe: King Richard I of England, known as the Lionheart for his bravery.

175

**Literal.** What country did Richard the Lionheart rule?

» England

**Challenge.** What continent is England a part of? What in the text lets you infer this?

» England is a part of Europe. Even if we don't remember this from an earlier lesson, we can infer it because we read in this lesson that the Crusades were launched by Europe and that Richard the Lionheart led an army in the Crusades.

**Inferential.** Based on what we read about the “fractured empire” (page 172), why might Saladin have been willing to let Jerusalem remain in the hands of the Christians?

- » The Islamic empire was dealing with many internal disputes and wars, and Saladin was fighting to conquer the “fractured Islamic territories” (page 175). Possibly, Saladin was too busy trying to hold the Islamic empire together to fight the Christians over Jerusalem.

---

### READ-ALoud (20 MIN.)

1. **Literal.** What is historical fiction?

- » fiction that takes place in the past
- Remind students that they wrote a piece of historical fiction earlier in this unit.
- Tell students that “The story of Saladin and Richard the Lionheart” is a special kind of historical fiction in which people who really lived are characters in the story. This is also true of the story of the Battle of Yarmouk from chapter 12.

2. **Inferential.** What real people will appear in “The story of Saladin and Richard the Lionheart”?

- » Saladin and Richard the Lionheart, whom we just read about in the section titled “Saladin and the Third Crusade.”
- Read “The story of Saladin and Richard the Lionheart” (pages 176–179) aloud. During or after the reading, lead a discussion based on the questions that follow.

3. **Inferential.** What part of the story do you think is fictional and why?

- » Students should understand that the exact words and thoughts of the characters are fictional. One reason we know this is that it is impossible to know exactly what was said by people over a thousand years ago, and usually impossible to know exactly what anybody thought unless they tell us (and we believe them).



### The Story of Saladin and Richard the Lionheart

“A curse on Raynald de Châtillon!” mumbled Richard the Lionheart, King of England, as he tossed and turned in his tent. His fever had raged for days, and he was desperate for water in this dry and hot land.

“Do you not mean a curse on Saladin, your Majesty?” asked one of his attendants.

“No I do not!” snapped the king, who hadn’t realized he had spoken aloud. “Raynald got us into this mess. Saladin signed a treaty promising to leave Jerusalem alone, and Raynald broke it. We all knew he was an evil man, but attacking those Muslim caravans was stupid as well as wicked. Now I’m suffering, desperate for cool water in this terrible land, because of Raynald’s actions.”

“But Sire,” protested his attendant, “Raynald de Châtillon was our ally! He died a **valiant** death at the hands of Saladin.”

“Ally?” the king asked incredulously, his cheeks flushing hotter. “ALLY? The man was a menace. Remember when he decided to attack the Emperor of Byzantium? He asked that great Christian leader, the Patriarch of Antioch, to **finance** his war. When the patriarch refused, Raynald had the poor man

**Inferential.** What did Raynald de Châtillon do to break the treaty with Saladin?

- » He attacked the Muslims’ caravans.



**Literal.** What allies did King Richard consider untrustworthy, and why?

- » Richard considered Raynald de Châtillon to be untrustworthy because he broke the treaty with Saladin, and because of the way he mistreated the Patriarch of Antioch. Richard also considered King Philip of France and Archduke Leopold of Austria to be untrustworthy because they deserted him when the fighting became difficult.

**Inferential.** In an earlier lesson, you learned that chivalry was a code of honor that was supposed to govern the way knights behaved in society. Why would Richard say that Saladin was behaving “as chivalry demands” (page 178)?

- » Chivalry demanded that knights treat even their enemies with respect (*The Middle Ages Reader*, chapter 12). By sending snow and fruit to Richard, Saladin was treating his enemy with respect.

**Inferential.** In what ways did Raynald de Châtillon not behave “as chivalry demands”?

- » He betrayed a treaty and mistreated an ally (the Patriarch of Antioch).

**Aftermath:** King Richard and Saladin continued to fight each other for another year. Their respect for each other grew. In the end, they reached an agreement: the Muslims would keep Jerusalem but allow Christian pilgrims to visit it. Other territories conquered by the crusaders would remain in European hands.

On his way back from the Crusades, Richard was captured and imprisoned by Archduke Leopold of Austria. His former ally had not forgiven him for his insults. Eventually, England paid a ransom to have him freed, but Richard never returned to the Holy Land. He died of wounds received during a battle in France, in 1199.

Saladin founded a new Islamic dynasty, the Ayyubids, who ruled Egypt and much of the Middle East.

179

**Literal.** What were the terms of the agreement Richard reached with Saladin?

- » The Muslims would maintain control over Jerusalem but had to allow Christians to visit the city.

## Activity Page 23.2



Reading for  
Information  
Reading/Viewing Closely

### Entering/Emerging

Allow students to work in small groups with teacher support to complete Activity Page 23.2 with the Reader.

### Transitioning/Expanding

Provide page numbers of the Reader to reference when answering questions.

### Bridging

Pair each struggling student with a strong peer to complete the activity page.

## Activity Page 21.4



- Direct students to Activity 23.2 in their Activity Books, and have them complete the activity in class.

**Note:** The following content is from Activity Page 23.2 and includes suggested answers to activity questions.

## Activity Page 23.2

1. According to what you read, how did the Christian army of the First Crusade treat the inhabitants of Jerusalem?
  - » The army of the First Crusade killed many of the inhabitants of Jerusalem.
2. What action by the Seljuks was one cause of the Crusades?
  - » their refusal to allow Christian pilgrims access to Jerusalem
3. Who were the “Sultan’s enemies” (page 172), according to the Jewish man’s letter?
  - » the Christian crusaders
4. The fall of what city into Muslim hands prompted the Second Crusade?
  - » Edessa

## Lesson 23: The Crusades

# Writing



**Primary Focus:** Students will present their historical fiction stories and provide feedback to peers based on the elements of a story. [SL.4.4]

### READ NOTES AND PREPARE (10 MIN.)

- Pass back students’ historical fiction pieces from Lesson 21 with your feedback (Activity Page 21.4).
- Tell students that they will be sharing their historical fiction stories with a peer today and getting more feedback on how well they included the elements of a story you discussed in Lesson 21.
- Tell students that before they share, they will have about 10 minutes to review the feedback you provided and revise/edit their work.
- Allow students to work independently to do the revision. Circulate to follow up with students whose writing needed a lot of changes.



### Check for Understanding

Ask students to share with you which elements of a story they remember.



### Speaking and Listening Presenting

#### Entering/Emerging

Facilitate sharing and feedback in a small group of struggling students.

#### Transitioning/Expanding

Provide sentence stems for students who may struggle to provide feedback.

Example: When you wrote \_\_\_\_, it made me think \_\_\_\_.

#### Bridging

Ensure that, during the share, students are partnered with a peer who demonstrates strong speaking and listening skills.

### PARTNER SHARE (20 MIN.)

- Assign students a partner to share their work with.
- Explain that one partner will read his or her story for five minutes, and the listener will have five minutes to provide feedback (complimentary and critical). Then, the roles will switch and the other partner will share and receive feedback.

End Lesson



# Features of a Fable

## PRIMARY FOCUS OF LESSON

### Reading

Students will generate fables with morals after learning about the features of a fable. [RL.4.2]

### Grammar

Students will identify parts of speech, correct sentence fragments and run-on sentences, and write each of the four sentence types. [L.4.1]

### Morphology

Students will use the suffix -y to change nouns into adjectives and use them in sentences. [L.4.1]

Students will practice using words accurately in a sentence. [L.4.4]

## FORMATIVE ASSESSMENT

- |                           |                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Activity Page 24.1</b> | <b>Features of a Fable</b> Generate fables with morals after learning about the features of a fable. [RL.4.2] |
| <b>Activity Page 24.2</b> | <b>Morals of Fables</b> Generate fables with morals after learning about the features of a fable. [RL.4.2]    |
| <b>Activity Page 24.3</b> | <b>Suffix Practice</b> Add a suffix and use new words in sentences. [L.4.1]                                   |
| <b>Activity Page 24.4</b> | <b>Prefixes and Roots</b> Practice using words accurately in a sentence. [L.4.4]                              |

## LESSON AT A GLANCE

|                               | Grouping                   | Time    | Materials                                                                                                                                    |
|-------------------------------|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (45 min.)             |                            |         |                                                                                                                                              |
| Read “The Crane and the Crab” | Whole Group                | 10 min. | <input type="checkbox"/> <i>Scholars, Traders, and Warriors: The Rise of an Empire</i><br><input type="checkbox"/> Activity Pages 24.1, 24.2 |
| Generate Morals               | Whole Group/<br>Partner    | 15 min. |                                                                                                                                              |
| Create and Present Fables     | Whole Group/<br>Partner    | 20 min. |                                                                                                                                              |
| Language (45 min.)            |                            |         |                                                                                                                                              |
| Grammar                       | Whole Group/<br>Partner    | 15 min. | <input type="checkbox"/> Writing paper and pencils or pens (for “Grammar Challenge” game)                                                    |
| Morphology                    | Whole Group/<br>Individual | 30 min. | <input type="checkbox"/> Activity Pages 24.3, 24.4                                                                                           |

## ADVANCE PREPARATION

### Reading

- Prepare to break the class into groups of about four students each. Try to ensure that at least one student in each group has strong writing skills.

### Language

#### Grammar

- Prepare to break the class into four to six groups.
- Assign each group a name related to their Grade 4 grammar lessons. Some suggested group names are the Nouns, the Subjects, the Predicates, the Adverbs, the Adjectives, the Imperatives, and the Declaratives.
- Prepare a scoreboard that includes a column for each team.

#### Morphology

- Prepare to break the class into about five groups.

## Lesson 24: Features of a Fable

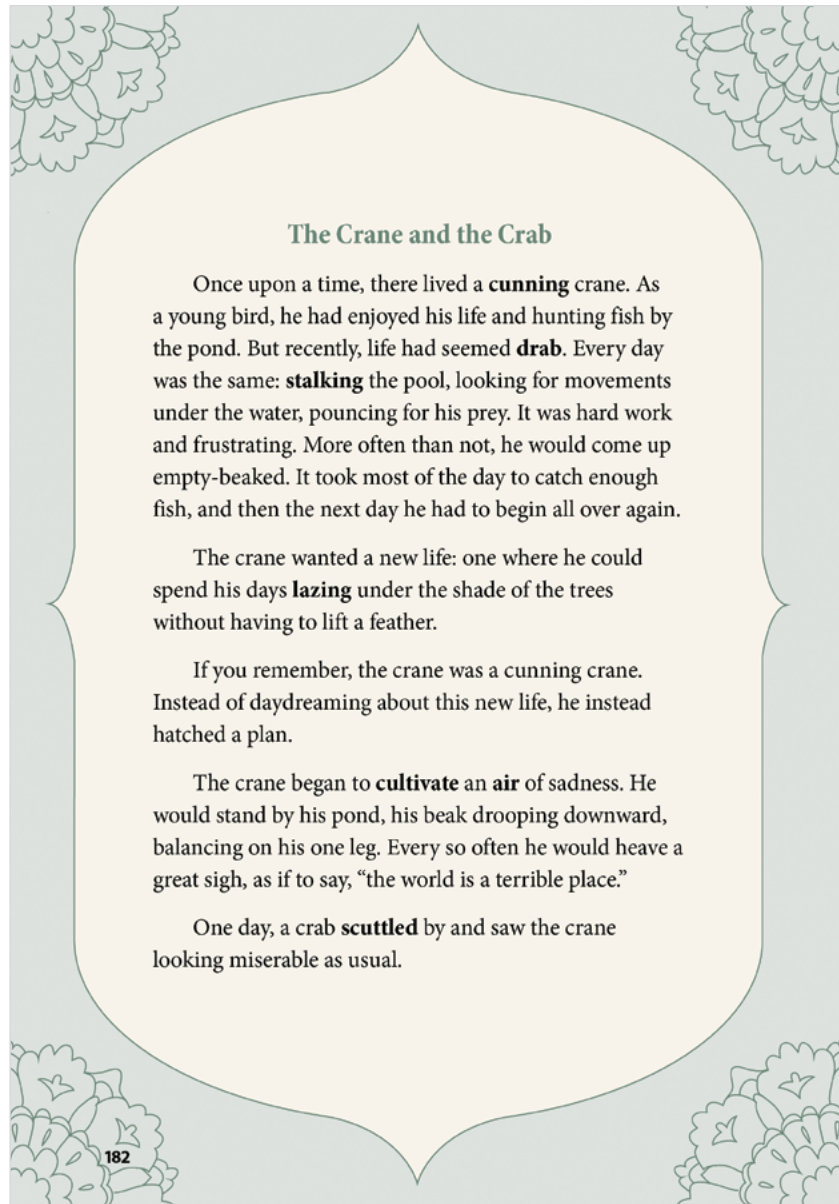
## Reading



**Primary Focus:** Students will generate fables with morals after learning about the features of a fable. [RL.4.2]

**READ “THE CRANE AND THE CRAB” (10 MIN.)**

- Remind students that the last chapter they read, “Kalila and Dimna,” contained the story of the crane and the crab.
- Tell students that that story was a particular kind of story known as a fable.
- Ask students if they are familiar with the story of the tortoise and the hare. Tell them that that story is also a fable, and that it is part of one of the most famous collection of fables, known as Aesop’s Fables.
- Tell students that most cultures around the world have their own fables.
- Tell students that one of the features of fables is that their characters are animals who have the personality traits of human beings.
- Write *personification* on the board.
- Tell students that giving human traits to animals is called *personification*. Pronounce the word slowly, and then have students pronounce it.
- Tell students that sometimes even objects like rocks, or natural forces like the wind, are personified.
- Direct students to chapter 7, page 78 (“Kalila and Dimna”) of the Reader—the first page of “The Crane and the Crab.”
- Use a Whole Group Reading practice to have students reread the first three paragraphs of the story.



### The Crane and the Crab

Once upon a time, there lived a **cunning** crane. As a young bird, he had enjoyed his life and hunting fish by the pond. But recently, life had seemed **drab**. Every day was the same: **stalking** the pool, looking for movements under the water, pouncing for his prey. It was hard work and frustrating. More often than not, he would come up empty-beaked. It took most of the day to catch enough fish, and then the next day he had to begin all over again.

The crane wanted a new life: one where he could spend his days **lazing** under the shade of the trees without having to lift a feather.

If you remember, the crane was a cunning crane. Instead of daydreaming about this new life, he instead hatched a plan.

The crane began to **cultivate** an **air** of sadness. He would stand by his pond, his beak drooping downward, balancing on his one leg. Every so often he would heave a great sigh, as if to say, “the world is a terrible place.”

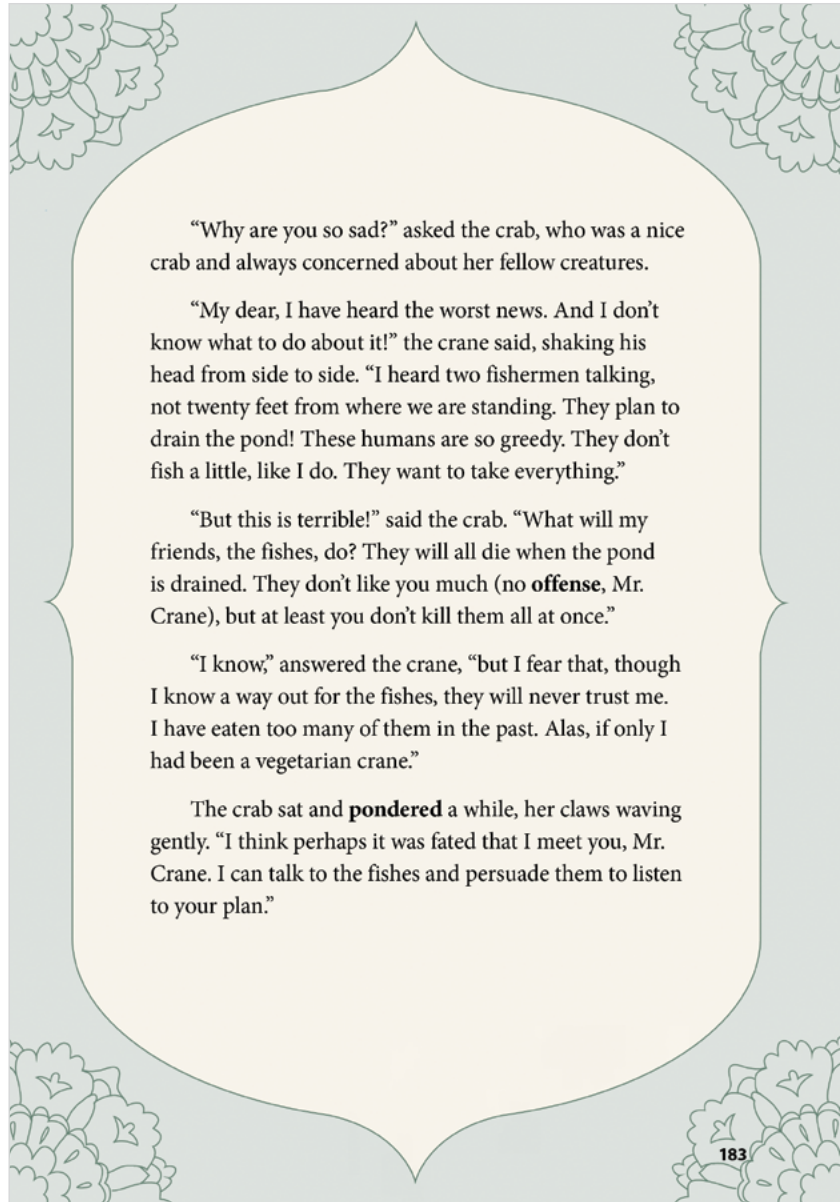
One day, a crab **scuttled** by and saw the crane looking miserable as usual.

### Close Reading

- **Support.** Tell students that animals in a fable can be personified with positive or negative personality traits. Provide examples of both, and then have students generate some of their own. Examples of positive traits include friendly, hard-working, and helpful. Examples of negative personality traits include sloppy, selfish, boastful, and bossy.

How is the crane personified? Be sure to support your answers with evidence from the text.

- » Answers may vary. The text supports the conclusions that the crane is personified as lazy (because he does not want to work to catch the fish), greedy (because he wants to eat all the fish in the pond rather than a few each day), bored or restless (because he does not want to do the same thing day after day), and sneaky or cunning (because he plans to trick the fish into jumping into his beak).
- Use a Whole Group Reading practice to have students reread the next seven paragraphs (through “I can talk to the fishes and persuade them to listen to your plan”).

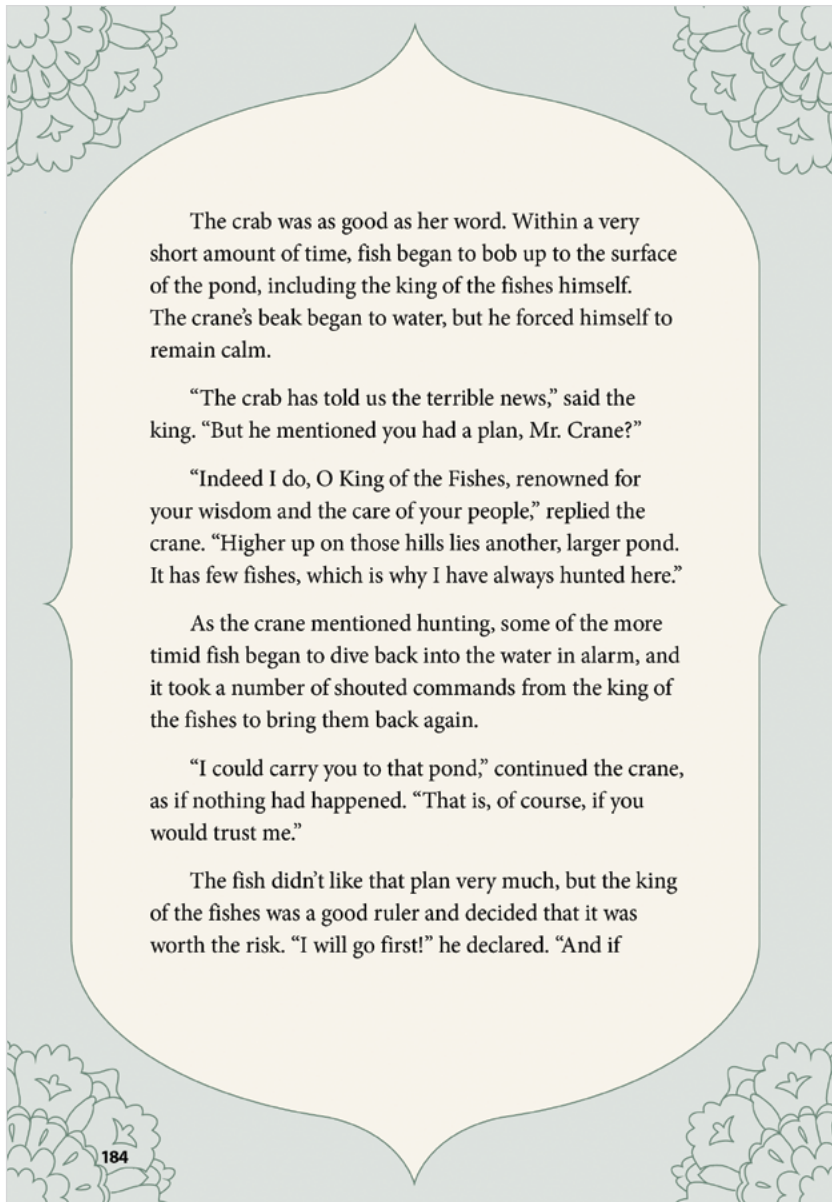


### Challenge

Students might also offer that the crab is too trusting and easily fooled. If they do not, you might guide them toward examining this perspective by introducing them to the word *gullible*, which is an adjective that means “easily persuaded to believe something.”

### Inferential. How is the crab personified?

- » Answers will vary. The text supports the conclusion that the crab is personified as helpful and caring. She asks the crane what is troubling him, and she is very upset when she hears that her friends, the fish, are in danger. She also offers to help the crane carry out his plan to save the fish.
- Use a Whole Group Reading practice to have students reread the next 10 paragraphs (through “Or so they thought . . .”).



**Inferential.** How is the king of the fishes personified?

- » Answers will vary. The text supports the conclusion that the king of the fishes represents a brave ruler who cares about his subjects. We see this in the king's insistence on being the first fish to make the trip to the new pond in the crane's beak. On the other hand, the king of the fishes might also represent a ruler who is too trusting of an enemy.



## Discussion

1. What special feature of fables have we been discussing?
  - » personification
  - Tell students that another feature of fables is that they teach a moral.
  - Write the word *moral* on the board.
  - Tell students that *moral* is a noun that means “a lesson learned from a story.”
  - Tell students that one of the lessons, or morals, of “The Crane and the Crab” is “don’t be greedy.”
2. How does “The Crane and the Crab” teach the reader the moral “don’t be greedy”?
  - » The crane in the story was greedy. Instead of eating just a few fish every day, he decided to trick the fish so that he could eat all the fish in the pond. Because of his greed, the crane ended up having to leave his home forever.
  - Tell students that a fable can have more than one moral.
3. What other morals does “The Crane and the Crab” teach? Make sure you are able to support your answer with evidence from the text.
  - » Answers will vary but may include the following:
    - Don't be lazy.
    - Don't trust an enemy.
    - People (or creatures) can't change who they are.
    - Lying is wrong.

### GENERATE MORALS (15 MIN.)

- Have students work independently for a few minutes to generate one or two morals that they think could be taught through a fable. Tell them that you are not asking them to write a fable, but rather just to think of some morals that a fable might teach.
- Have students share the morals they came up with. On the board, write the ones you think are appropriate.
- From the morals you wrote on the board, choose four to six around which you think your students could build a simple fable.

- Circle the four to six morals that you chose, and assign each one a number.
- Tell students that in a few minutes they will be working in small groups to come up with their own fables and then present them to the class.
- Tell students that each group will be assigned one of the morals that is circled on the board.
- Tell students that they should not reveal their group's moral to anyone in another group because the other groups will have to figure out the moral of each fable based on the presentation.

**Note:** Listing the various tasks on the board may be helpful.

- Direct students to Activity Page 24.1.
- Tell students that the first thing they should do as a group is write down the moral of their fable in their Activity Books.
- Tell students that they should next discuss what animals their characters will be and how they will be personified.
- Tell students that each fable should have at least two animal characters, but no more than three.
- Tell students that once they have agreed on the animals and traits, they should each record the information in their Activity Books.
- Have students choose a member of their group to be the writer. Alternatively, you may want to assign the role of writer for each group. As a group, students should come up with the story for their fable. The writer in each group should write the events of the story on Activity Page 24.1.
- Review “Events in ‘The Crane and the Crab’” at the end of Activity Page 24.1 in order to explain what a story event is.
- Tell students that their fables should have at least four events, but no more than six.
- Tell students that after they have come up with their story, each group should assign parts and prepare a skit to present its fable to the rest of the class.
- Tell students that an individual may have more than one part, and that one or two students in each group may be a narrator.
- Tell students that each presentation should last between one and three minutes.

## Support

You may provide students with a few examples of morals to help get them started on the next activity. Some possibilities include “cheaters cheat themselves in the end,” “be kind to others if you want them to be kind to you,” and “it is important to plan ahead.”

## Activity Page 24.1



**Note:** The following content is from Activity Page 24.1 and includes suggested answers to activity questions.

### Activity Page 24.1

---

Title of Fable:

A. Moral:

B. Animal Characters (each fable should have at least two)

Animal 1:

Personification:

Animal 2:

Personification:

Animal 3:

Personification:

C. Events (each fable should have at least four)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

#### Events in “The Crane and the Crab”

1. The crane hatches a plan so that he will not have to hunt for fish anymore.
  2. The crane and the crab speak about the fishermen and about saving the fish.
  3. The crab talks to the fish, and the fish listen to the crane’s plan.
  4. The crane safely carries the king of the fishes to the new pond and back again.
  5. The crane eats the next two fish on the way to the new pond.
  6. After the crane picks up the crab and threatens to eat her, the crab grabs him by the neck and sends him away forever.
-

## CREATE AND PRESENT FABLES (20 MIN.)

- Break the class up into the groups you prepared in advance. Give each group a different number that corresponds to the number of one of the morals circled on the board.
- Give the groups time to come up with their stories and rehearse their presentations.
- As the groups are working, circulate to offer support and assistance.
- Before the groups present, direct students to Activity Page 24.2.
- Tell students that they should watch one another's presentations very closely to figure out the moral of each fable.
- Instruct students to tell the class the title of their fable before presenting it, and tell the audience to write the titles on Activity Page 24.2.
- Have the groups present their fables to the class.
- After each presentation, give students about 30 seconds to choose and write down, on Activity Page 24.2, the moral of the fable that was just presented. Remind students that the moral will be one of the morals circled on the board.
- After all of the groups have presented, informally poll students as to the moral of each group's fable.

**Note:** The following content is from Activity Page 24.2 and includes suggested answers to activity questions.

### Activity Page 24.2

Group 1:

Title of Fable:

Moral of Fable:

Group 2:

Title of Fable:

Moral of Fable:

Group 3:

Title of Fable:

Moral of Fable:

### Activity Page 24.2





## Speaking and Listening Presenting

### Entering/Emerging

Work with students in small groups to help them plan and present their fables.

### Transitioning/Expanding

Encourage students to use Activity Page 24.1 to guide their presentation.

### Bridging

Ensure that students who struggle with speaking and listening skills are paired with students who demonstrate strength in these areas.

Group 4:

Title of Fable:

Moral of Fable:

Group 5:

Title of Fable:

Moral of Fable:

Group 6:

Title of Fable:

Moral of Fable:



### Check for Understanding

Have audience members evaluate whether or not the presenters correctly included a moral in their fable by asking them to hold their thumbs up when they hear the moral.

## Lesson 24: Features of a Fable

# Language



### GRAMMAR (15 MIN.)

**Primary Focus:** Students will identify parts of speech, correct sentence fragments and run-on sentences, and write each of the four sentence types. **[L.4.1]**

- Remind the class of the grammar they reviewed over this unit, including lessons about the following:
  - nouns
  - adjectives
  - verbs
  - adverbs

- sentence fragments
  - run-on sentences
  - the four sentence types
- Congratulate students on all the grammar they have learned, and tell them that today they will be playing a game to celebrate.
  - Split the class into four to six groups, and have the members of each group sit together.
  - Tell students that you will be asking them grammar questions and that, as a group, they should try to come up with a correct answer as quickly as possible. Tell each group to appoint a “hand,” who will be the only person in the group to raise a hand after the group has agreed upon and written down an answer. The first group to answer the question correctly will receive two points. All other groups that answer correctly will receive one point.
  - Ensure that each group has paper and pens or pencils.
  - Keep a running tally on the scoreboard you prepared.
  - Suggested challenges for the “Grammar Challenge” are below:
1. Have each group write an exclamatory sentence. Remind students that their sentences should include proper punctuation and contain a subject and a predicate.
  2. Write the following sentence on the board: *Leonard the Beaver quickly ate his scrambled eggs*. Then ask students to identify the proper noun, a common noun, the verb, the adjective, and the adverb in the sentence.
  3. Have each group write an imperative sentence that contains an adverb.
  4. Have each group rewrite the following run-on sentence as two separate, complete sentences: *I returned the earrings to the store they were too expensive*.
  5. Have each group turn the following sentence fragment into a complete sentence by adding a subject that contains a proper noun and a common noun: *recovered from surgery in time to celebrate her birthday*.
  6. Have each group write an interrogatory sentence that includes two adjectives.
  7. Have each group turn the following fragment into a complete sentence by adding a predicate: *none of the pennies*.
  8. Have each group write a declarative sentence that contains a question—for example, *Leonard the Beaver wondered who stole his scrambled eggs*.



Language  
Selecting Language  
Resources

**Entering/Emerging**

Work with a group of struggling students during the review.

**Transitioning/Expanding**

Provide students with reference posters used throughout this unit.

**Bridging**

Ensure that students are partnered with a peer who demonstrates strong language skills during the review game.

Activity Page 24.3



**MORPHOLOGY (30 MIN.)**

**Primary Focus:** Students will use the suffix *-y* to change nouns into adjectives and use them in sentences. [L.4.1]

Students will practice using words accurately in a sentence. [L.4.4]

- Remind students that they recently learned about the suffix *-y*.  
What part of speech does a word usually become after the suffix *-y* has been affixed to it?  
» an adjective
- Tell students that they will be competing in groups to see who can come up with the greatest number of *-y* adjectives. Break students into five or six groups, and give each group a few minutes to come up with as many *-y* words as possible.
- Tell students that there are many words that end in *-y* that are neither adjectives nor examples of root words that could otherwise stand alone—for example, *entry* and *baby*.
- Tell students that for every *-y* word on their list, they should also write down the root word to which that *-y* is affixed. Adjectives for which the root word is not identified will not be accepted.
- After a few minutes, have a student from each group come to the board and list his or her group's words. Cross off any words that more than one group has listed. Also, ensure that all the words are adjectives and that the group is able to identify the root word to which the *-y* was affixed.
- Award groups a point for any words that only they have.
- Direct students to Activity Page 24.3. Review the instructions and the example with them.

**Note:** The following content is from Activity Page 24.3 and includes suggested answers to activity questions.

### Activity Page 24.3

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Change the root words below into adjectives by affixing them with the suffix -y. Then use the adjective in a sentence. Remember that when adding the suffix -y to words that end in an e, the e is dropped.

Example:

Word: ease

Adjective: easy

After training all summer, swimming across the lake was easy.

1. Word: chill

Adjective:

» chilly

2. Word: smell

Adjective:

» smelly

3. Word: juice

Adjective:

» juicy

4. Word: dirt

Adjective:

» dirty

5. Word: shine

Adjective:

» shiny

6. Word: rain

Adjective:

» rainy

7. Word: curl

Adjective:

» curly

---



## Activity Page 24.4



- Tell students that they will practice using words that have some of the roots and prefixes they have been learning.
- Have students turn to Activity Page 24.4, explaining that the words are listed in the box on the activity page.
- Read aloud the instructions, then have students read sentence 1 silently and fill in the blank. After they complete sentence 1, call on a student to read the sentence aloud with the correct word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to ensure that students understand why it is correct.
- Although these are not spelling words, you may wish to have students check their spelling against the spelling in the word bank at the top of the activity page and make corrections as needed.
- Repeat the steps for the remaining seven sentences.
- Students may then work independently to write their own sentences for items 9–12.

**Note:** The following content is from Activity Page 24.4 and includes suggested answers to activity questions.

### Activity Page 24.4

Write the correct word on the blank line to complete each sentence. Words cannot be used more than once, and some words will not be used at all. You may need to add suffixes, such as *-s*, *-es*, *-ed*, or *-ing*, to the words to complete the sentences.

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

1. When accepting the award, the actress thanked her parents, who always (encourage) her to follow her dreams.
2. Grandma Thelma makes all the family decisions because she is the (matriarch).

3. The leaders of the two countries tried to find a (nonviolent) way to settle the border dispute.
4. The spy kept turning around to (ensure) that nobody was following him.
5. The elderly (monarch) hoped her daughter would rule after her.
6. The writer did not explain his main idea until the sixth (paragraph).
7. The pup loved playing with his (squeaky) toy, but the noise started getting on my nerves.
8. After studying all weekend, she was (unafraid) to take the test.

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

- 9.
  - 10.
  - 11.
  - 12.
- 

~~~~~End Lesson~~~~~

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.
-

Pausing Point

Part 2

CONTENT ASSESSMENT

Use the first day of the Pausing Point to administer the assessment of content knowledge acquired by reading Part 2 of *Empires in the Middle Ages*. Ensure that each student has a copy of Activity Page PP.1. You may have collected this activity page from students at the beginning of the unit.

- Allow students as much time as they need to complete the assessment of content during the first Pausing Point day. In most cases, this assessment will take approximately 30 to 45 minutes.
- Tell students to read and answer the questions about what they have learned about the Islamic empires. Encourage students to do their best and review their work once they have finished.
- Circulate as students complete the assessment to ensure that everyone is working individually.
- Use the following Remediation and Enrichment suggestions to plan activities for the remainder of the first Pausing Point day.

Content Assessment (Activity Page PP.1) Answer Key

1. Part A: a. "The Roman Empire became too big to govern, splitting into two."
Part B: d. "For many centuries, the West had traded with the East."
2. Arabian Desert
3. Arabian Desert
4. Mecca
5. Mecca
6. Arabian Desert
7. b. Muhammad become his uncle's closest advisor.
8. b. Yathrib
9. d. caliph

10. b. the Byzantines
11. c. who should have been caliph
12. a. the Umayyads
13. d. Jerusalem
14. b. Baghdad
15. c. pointed arches
16. a. Muslim Turks did not allow Christian pilgrims to visit Jerusalem.
17. b. the Mamluks
18. f. caliph who collected taxes to help the poor
19. d. led the Muslims against the Christians in the Third Crusade
20. e. a book written during the Islamic Classical Age
21. b. Muhammad's son-in-law who served as caliph
22. a. the holy book of Islam
23. c. caliph who was said to favor his own family and clan
24. b. Before opening his parachute, the skydiver plummeted toward Earth.
f. When the temperature plummeted at night, I wished I had brought a warm coat.
25. d. its members worshipped their gods

PAUSING POINT FOR DIFFERENTIATING INSTRUCTION

Please use three days of this unit to address results of the Content Assessment, Unit Assessment (for reading comprehension, grammar, and morphology), and Spelling Assessments.

Remediation

For a detailed description of remediation strategies, which address lagging skills in Reading Comprehension, Fluency, Language, and Writing, refer to the Program Guide.

Enrichment

If students have mastered the content and skills in the *Empires in the Middle Ages* unit, their experience with the domain concepts may be enriched by

Activity Pages E1 and E2, which draw on the Extension material in the Reader. Note that item 7 on Activity Page E2 requires that students be partnered.

Note: The following content is from Activity Page PP.1 and includes answers to activity questions.

Activity Page PP.1

Empires in the Middle Ages End-of-Unit Content Assessment

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

1. The Reader states, “Muhammad was born at a time of enormous change.”

Part A: Which of the following quotes supports this statement?

- » a. “The Roman Empire became too big to govern, splitting into two.”
- b. “The Roman Empire had dominated for centuries.”
- c. “Arabia benefited from Byzantine trade.”
- d. “For many centuries, the West had traded with the East.”

Part B: Which of the following quotes does not support this statement?

- a. “The Roman Empire became too big to govern, splitting into two.”
- b. “Over time, the Western Empire collapsed, and Medieval Europe emerged.”
- c. “While Western Europe became Christian, other powers and ideas arose in the rest of the former Roman Empire.”
- » d. “For many centuries, the West had traded with the East.”

For items 2–6, read each of the following statements from the Reader, and decide whether it describes life in the Arabian Desert or life in the city of Mecca.

2. “Life was harsh and dangerous in the arid Arabian climate, and without a regular supply of water, families could not survive and settle in one place.”
 - » **Arabian Desert** Mecca
3. “Finding enough water . . . to survive was a constant struggle, and there were barely enough crops and cattle to feed everyone.”
 - » **Arabian Desert** Mecca
4. “People bustl[ed] through the streets, [and] merchants shout[ed] about their wares.”
 - » Arabian Desert **Mecca**

5. "Rich and poor liv[ed] side by side."
» Arabian Desert **Mecca**
6. "At night . . . the sky is very clear and the temperature plummets."
» **Arabian Desert** Mecca
7. Which of the following did not occur during the first eight years of Muhammad's life?
a. Muhammad was sent to live among the Bedouins.
» b. Muhammad became his uncle's closest advisor.
c. Muhammad's grandfather died.
d. Muhammad was separated from his foster family.
8. Of what city did Muhammad become arbiter in 622 CE?
a. Damascus
» b. Yathrib
c. Córdoba
d. Baghdad
9. What title did Muhammad's successors take?
a. prophet
b. sultan
c. general
» d. caliph
10. Whom did the Muslims fight at the Battle of Yarmouk?
a. the crusaders
» b. the Byzantines
c. the Sunnis
d. the Persians

For items 11–13, fill in the answer that best completes the sentence. Circle the letter of the answer that best completes the sentence.

11. Shiite and Sunni Muslims disagreed over ____.
a. whether Mecca should be the capital of the Islamic empire
b. strategy at the Battle of Yarmouk
» c. who should have been caliph
d. the amount non-Muslims should be taxed

12. After the civil war, ____ ruled the Islamic empire for almost one hundred years.
- » a. the Umayyads
 - b. Uthman
 - c. the Byzantines
 - d. the crusaders
13. The Dome of the Rock is located in ____.
- a. Spain
 - b. Mecca
 - c. Medina
 - » d. Jerusalem
14. What city served as the capital of the Islamic empire during the Classical Age?
- a. Damascus
 - » b. Baghdad
 - c. Jerusalem
 - d. Constantinople
15. Which of the following was a characteristic of Islamic architecture?
- a. flat roofs
 - b. detailed portraits of Muhammad
 - » c. pointed arches
 - d. large tapestries
16. Which of the following was one of the causes of the Crusades?
- » a. Muslim Turks did not allow Christian pilgrims to visit Jerusalem.
 - b. The Islamic world was wealthier than Europe.
 - c. The Muslim armies were exhausted.
 - d. Jews, Christians, and Muslims coexisted in great cities.
17. What were the caliphs' specially trained soldiers called?
- a. the cavalry
 - » b. the Mamluks
 - c. the crusaders
 - d. the champions

Match the items from the column on the left with their description on the right. Write the letter on the line.

| | |
|-------------------------------------|--|
| 18. f. Umar | a. the holy book of Islam |
| 19. d. Saladin | b. Muhammad's son-in-law who served as caliph |
| 20. e. <i>The Canon of Medicine</i> | c. caliph who was said to favor his own family and clan |
| 21. b. Ali | d. led the Muslims against the Christians in the Third Crusade |
| 22. a. the Qur'an | e. a book written during the Islamic Classical Age |
| 23. c. Uthman | f. caliph who collected taxes to help the poor |

24. Circle the two sentences below in which the word *plummeted* is used correctly.

- a. After the countdown, the rocket plummeted toward outer space.
- » **b. Before opening his parachute, the skydiver plummeted toward Earth.**
- c. Over the course of several days, the helium balloon slowly plummeted to the floor.
- d. The pitcher's fastball plummeted toward home plate in a straight line.
- e. When the temperature plummeted in the morning, I wished I had brought lighter clothes.
- » **f. When the temperature plummeted at night, I wished I had brought a warm coat.**

25. "The Kaaba (the 'cube') was a famous shrine in Mecca that Muhammad's tribe, the Quraysh, looked after and where its members worshipped their gods." Which of the words in the sentence above provides the best clue as to the meaning of the word *shrine*?

- a. Muhammad's tribe, the Quraysh
- b. the "cube"
- c. looked after
- » **d. its members worshipped their gods**

Note: The following content is from Activity Page PP.2 and includes answers to activity questions.

Activity Page PP.2

Adjectives and Adverbs

For items 1–5, fill in the blanks to add an adjective and adverb to each sentence.

1. King Richard _____
adv. grabbed his _____
adj. sword when he
heard that the Muslims were attacking.
2. Kasim _____
adv. led his camel to the _____
adj. watering hole for
a drink.
3. The _____
adj. student _____
adv. returned to school after a
great vacation.
4. Erin _____
adv. walked to the party, because she did not want to miss
any of the _____
adj. snacks.
5. The roads were _____
adj., so Leanne drove _____
adv.

Subjects and Predicates

For items 6–10, underline the subject, and circle the predicate.

6. Todd and his brother (borrowed each other's clothes.)
 7. Millions of Muslims (traveled to Mecca.)
 8. Sue (promised to come right home after school.)
 9. The snow (had melted by morning.)
 10. The plane (took off about twenty minutes late.)
-

Note: The following content is from Activity Page PP.3 and includes answers to activity questions.

Activity Page PP.3

Sentence Fragments

For items 1–10, identify whether the sentence fragment is missing a subject or a predicate. Then add a subject or predicate to make the sentence complete.

Example:

enjoyed their time in the desert

The sentence is missing a **subject**.

Complete sentence: The children from the city enjoyed their time in the desert.

1. a strong wind The sentence is missing a ____.

» predicate

Complete sentence:

2. the leader of the caravan The sentence is missing a ____.

» predicate

Complete sentence:

3. found a dollar between the sofa cushions The sentence is missing a ____.

» subject

Complete sentence:

4. thousands of Byzantine soldiers The sentence is missing a ____.

» predicate

Complete sentence:

5. slowly rowed across the lake The sentence is missing a ____.

» subject

Complete sentence:

6. the camels and the hyenas The sentence is missing a ____.

» predicate

Complete sentence:

7. recited poems around a fire every night The sentence is missing a ____.

» subject

Complete sentence:

8. eggs and peanut butter The sentence is missing a ____.

» predicate

Complete sentence:

9. dug ditches from dawn until dark The sentence is missing a ____.

» subject

Complete sentence:

10. pushed all the buttons in the elevator The sentence is missing a ____.

» subject

Complete sentence:

Note: The following content is from Activity Page PP.4 and includes answers to activity questions.

Activity Page PP.4

Run-on Sentences

For items 1–6, correct the run-on sentences by turning each into two complete sentences.

1. The pope gave a rousing speech he encouraged the Christians to conquer Jerusalem.

» The pope gave a rousing speech. He encouraged the Christians to conquer Jerusalem.

2. The new caliph was not descended from a relative of Muhammad the Shias disapproved of him.

» The new caliph was not descended from a relative of Muhammad. The Shias disapproved of him.

3. The first eight years of Muhammad's life were filled with tragedy he nevertheless grew up to become a great leader.

» The first eight years of Muhammad's life were filled with tragedy. He nevertheless grew up to become a great leader.

4. Mr. Cardozo started at our school last year he quickly became my favorite teacher.

» Mr. Cardozo started at our school last year. He quickly became my favorite teacher.

5. The Roman Empire became too large to govern eventually it split up.

» The Roman Empire became too large to govern. Eventually it split up.

6. Estella outgrew her sneakers her mother took her shopping for new ones.

» Estella outgrew her sneakers. Her mother took her shopping for new ones.

There are four run-on sentences in the paragraph below. Underline them, and then in the spaces beneath, rewrite each run-on as two complete sentences.

Umar was a political genius he established one of the greatest empires in history. Umar won battles and expanded the empire at an even faster rate than Muhammad and Abu Bakr had. He also put structures in place to keep the empire strong he appointed regional governors to the places he conquered and required them to live in a humble way. Umar also created a taxation system for the new Islamic empire all Muslims had to pay a tax of 2 percent of their earnings to help the poor and needy. Umar was also a military genius. In his 10 years as caliph, he won many battles by the time Umar died he had conquered huge portions of Byzantine and Persian territory.

Rewrite of First Run-on Sentence:

- » Umar was a political genius. He established one of the greatest empires in history.

Rewrite of Second Run-on Sentence:

- » He also put structures in place to keep the empire strong. He appointed regional governors to the places he conquered and required them to live in a humble way.

Rewrite of Third Run-on Sentence:

- » Umar also created a taxation system for the new Islamic empire. All Muslims had to pay a tax of 2 percent of their earnings to help the poor and needy.

Rewrite of Fourth Run-on Sentence:

- » In his 10 years as caliph, he won many battles. By the time Umar died, he had conquered huge portions of Byzantine and Persian territory.

Note: The following content is from Activity Page PP.5 and includes suggested answers to activity questions.

Activity Page PP.5

Sentence Types

For items 1–4, punctuate the sentences. The sentence type of each is identified.

1. Declarative: I prefer sleeping on the bottom bunk
 - » a period
2. Interrogative: Who wrote Romeo and Juliet
 - » a question mark
3. Imperative: Please pass the carrots
 - » a period

4. Exclamatory: We missed the train

» an exclamation point

For items 5–8, identify the sentence type.

5. I prefer baloney to salami.

declarative interrogative imperative exclamatory

6. Were you at soccer practice yesterday?

declarative **interrogative** imperative exclamatory

7. I hate roller coasters!

declarative interrogative imperative **exclamatory**

8. Text me as soon as you get home.

declarative interrogative **imperative** exclamatory

For items 9–13, write a sentence that is of the type indicated and that uses the word provided.

Example:

Sentence type: declarative

Word: *mosque*

Sid admired the dome of the mosque.

9. Sentence Type: declarative

Word: *eagle*

10. Sentence Type: imperative

Word: *now*

11. Sentence Type: exclamatory

Word: *worst*

12. Sentence Type: interrogative

Word: *birthday*

13. Sentence Type: declarative sentence containing a question

Word: *wondered*

Note: The following content is from Activity Page PP.6 and includes answers to activity questions.

Activity Page PP.6

un– and non–: Prefixes Meaning “not”

For items 1–8, choose the word below that best completes each sentence. No word should be used more than once. For item 9, follow the instruction given.

living violent wrap usual

nonliving nonviolent unwrap unusual

1. Like many living things, plants require air and water.
 2. Because he was a nonviolent boy, Simon chose not to fight with the crusaders.
 3. Marisol could not identify the unusual bird she saw outside her window.
 4. Mr. Chang did not have time to wrap his daughter’s birthday present.
 5. This morning, just like every day, I ate my usual breakfast of cereal and a banana.
 6. All this tape is making it difficult to unwrap the package.
 7. The mad scientist tried to create a breathing human out of nonliving parts.
 8. A violent storm tore the roof off our house.
 9. Challenge: Write a sentence using one of your own *non–* or *un–* words.
-

Note: The following content is from Activity Page PP.7 and includes answers to activity questions.

Activity Page PP.7

en–: Prefix Meaning “to make”

For items 1–6, choose the word below that best completes each sentence. No word should be used more than once. You may need to add *–ed*, *–ing*, or *–s* to make the word work correctly in the sentence. For item 7, answer the question given.

enjoy endear enclose

enlarge ensure encircle

1. In order to enlarge his house, our neighbor added on a room.
2. A smiling baby is endearing to almost everybody.

3. Mr. Holzman bought extra hot dogs to ensure that everyone would have enough to eat at his cookout.
 4. The dogcatchers encircled the dog so that she could not escape.
 5. Ms. Grumby kept her valuable stamps enclosed in an airtight case.
 6. I certainly plan to enjoy my summer vacation.
 7. Challenge: Based on what you know about the prefix *en-* and the root word *trap*, what do you think *entrap* means?
-

Note: The following content is from Activity Page PP.8 and includes answers to activity questions.

Activity Page PP.8

***arch*: Root Word Meaning “ruler”**

For items 1–6, choose the word below that best completes each sentence. No word should be used more than once. You may need to add an –s to make the word work correctly in the sentence. For item 7, follow the instruction given.

| | | |
|------------|-----------|---------|
| matriarch | archrival | monarch |
| archbishop | hierarchy | anarchy |

1. The archbishop gave the king advice on matters related to the Church.
 2. The caliph was at the very top of the hierarchy of the Islamic world.
 3. After my great-grandmother passed away, my grandmother became the matriarch of the family.
 4. Although Evie and Melanie were best friends, they became archrivals when they played tennis against each other.
 5. The monarch dreamed of giving up the throne and living a normal life.
 6. Some people think that without laws and government, there would be anarchy throughout the land.
 7. Challenge: Write a complete sentence using the word *patriarch*.
-

Note: The following content is from Activity Page PP.9 and includes answers to activity questions.

Activity Page PP.9

graph: Root Word Meaning “something written or drawn”

For items 1–6, choose the word below that best completes each sentence. No word should be used more than once. For item 7, follow the instruction given.

| | | |
|---------------|-------------|-------------|
| autobiography | calligraphy | cartography |
| choreography | phonograph | telegraph |

1. Colleen had a large collection of maps and atlases; she hoped to study cartography one day.
 2. In the middle of the nineteenth century, the telegraph provided the fastest way of sending long-distance messages.
 3. The ballet dancer practiced his choreography for several hours every day.
 4. The Muslims often decorated their mosques with Arabic calligraphy.
 5. Even though we bought him an MP3 player, Grandpa Dwight preferred to play music on his old phonograph.
 6. In 1771, Benjamin Franklin started writing his autobiography.
 7. Challenge: Write a complete sentence using the word *autograph*.
-

Note: The following content is from Activity Page E1 and includes answers to activity questions.

Activity Page E1

West Africa

Vocabulary

incorporated, v. combined into (86)

brocade, n. a cloth woven with an elaborate design (87)

native, adj. the place of one's birth (89)

millet, n. a type of grain (91)

1. The Reader states that West Africans incorporated their own traditions into Islam. Reread the text from the “Kaaba” box on page 18. How did Muhammad similarly incorporate the traditions of the people of Arabia into Islam?
 - » The Kaaba was a shrine where Muhammad’s tribe, the Quraysh, worshipped their gods. After conquering Mecca in 630 CE, he converted the Kaaba into a Muslim shrine to Allah.
2. What do you think the people who met King Musa on his pilgrimage to Mecca meant when they said that he “almost put the African sun to shame”? Clue: Think about the color of the sun and about what King Musa carried with him on his pilgrimage.
 - » Answers will vary. Something or someone is said to be “put to shame” when he or she does not measure up in comparison to something or someone else. Those who said that King Musa “put the African sun to shame” probably meant that the huge amount of gold he carried shone as brightly as the sun.
3. Reread the section “Knowledge in the Classical Age” on page 51. Write an informative paragraph describing similarities between Baghdad and Timbuktu as centers of learning.
 - » Answers will vary, but paragraphs should describe the various areas of scholarship studied in both cities and the large collection of books and manuscripts both cities housed.
4. Imagine that you accompanied Ibn Battuta on his journey and kept a journal. Write a paragraph describing your favorite or least favorite part of your travels.
 - » Answers will vary.

Note: The following content is from Activity Page E1 and includes answers to activity questions.

Activity Page E2

Scheherazade

Vocabulary

distress, n. pain or sorrow (94)

hobbling, v. walking slowly, with a limp (96)

avenge, v. to get revenge (97)

culprits, n. people guilty of a crime (99)

grudgingly, adv. in a way that shows reluctance (100)

1. The first paragraph on page 96 of the Reader describes the king as follows:
“It was whispered that he had once been a good man, but that a romantic tragedy had turned his heart to stone.” What does it mean to describe someone as having a heart of stone?
 - » that that person is cold or unfeeling
2. Suppose you did not know the meaning of the expression “heart of stone.” What context clues in the sentence would help you figure out the definition?
 - » The sentence states that it was whispered that the king had once been a good man, but that a tragedy had turned his heart to stone. Since we know that he had once been a good man and then changed, we can infer that a heart of stone describes someone who is not good.
3. Did the vizier approve of Scheherazade’s marriage to the king?
 - » No. The Reader states that the marriage took place “despite the vizier’s protests.”
4. On page 96, the Reader states that Scheherazade “marched into the palace and to the king.” Why do you think the author chose the word *marched* instead of *walked* or *went* or some other verb?
 - » Answers will vary. Students may remember from the Writing section of Lesson 8 that more specific verbs make a story more interesting. *March* tells us exactly the way Scheherazade walked into the palace, so it is more specific than *walked* or *went*. Also, *marched* suggests that Scheherazade walked into the palace boldly and in way that did not display fear. Even if she was afraid or nervous, she walked in such a way that her nervousness would not show. By writing that she marched, the author has told us a lot about Scheherazade in a single word.
5. On page 106, the young man tells the caliph that “a red mist fell over my eyes.” What do you think he means by this? Clue: Think about what emotion is often associated with the color red.
 - » Answers will vary, but students may know that the color red is often associated with anger. In describing the red mist, the young man seems to be saying that he murdered his wife after becoming so angry that he could not control his actions.
6. Below, under “Part One,” write the first part of a story that is set in the Islamic world in the Middle Ages. Like Scheherazade, end your story at a point that will leave a reader or listener desperate to know what happens next. Then trade activity books with your partner. Under “Part Two,” your partner should write the second part of your story, and you should write the second part of your partner’s story.
7. Your Story Title:
Part One:
Part Two:

Teacher Resources

In this section, you will find:

- Glossary
- Informative Paragraph Rubric
- Persuasive Paragraph Rubric
- Editing Checklist
- Medieval Musings Answer Key
- Resources for the Enrichment Selections in *Empires in the Middle Ages*

Glossary

A

abscesses, n. inflammations caused by bacteria

access, v. approach; use

acknowledge, v. accept; recognize

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

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

agitated, adj. upset

air, n. appearance

algebra, n. a branch of mathematics

alternately, adv. switching regularly and repeatedly

ambiguity, n. uncertainty of meaning or intention

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**)

arbiter, n. a person with the authority to settle disputes

arcades, n. covered passageways

arches, n. openings or gateways that are curved on top (**arch**)

architectural, adj. relating to the design and construction of buildings (**architecture**)

arid, adj. very dry

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

arrogance, n. showing extreme pride or self-importance

ascended, v. rose; went upward

aspiring, adj. hoping to be or become something

assassinated, v. killed on purpose

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

astronomy, n. the study of stars and planets

authority, n. a source of information that people believe is correct

avenge, v. to get revenge

awe, n. a feeling of being very impressed

B

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

barracks, n. housing for soldiers

bathhouses, n. buildings for bathing

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

Bedouins, n. Arabic people who live in the desert

beset, v. attacked; surrounded

bewildered, adj. confused

blasphemy, n. words or actions that are offensive to a religion

bleaching, v. making white by exposing to the sun or a chemical

bleak, adj. hopeless; depressing

blow, n. a sudden attack

brocade, n. a cloth woven with an elaborate design

bustling, v. hurrying; moving fast and with purpose

C

caliph, n. an Islamic spiritual and religious leader claiming succession from Muhammad

campaign, n. multiple military actions

canon, n. a collection of rules and knowledge

caravans, n. groups of merchants traveling together

cavalry, n. soldiers riding horses

chivalry, n. a code of honor often connected to European knights of the Middle Ages

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**)

communal, adj. shared by a community

compiled, v. put different texts together into a book

comrades, n. friends

conquests, n. when things or places are acquired through force

consensus, n. agreement between different people or groups

consult, v. to ask someone for advice or information

controversial, adj. open to dispute

countless, adj. too many to count

courier, n. messenger

courtyards, n. yards open to the sky but enclosed on the sides

crude, adj. impolite

culprit, n. someone guilty of a crime

cultivate, v. develop

cunning, adj. clever; sneaky

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

D

departed, adj. dead

descended, v. to have had a specific family or person among one's ancestors

destined, adj. certain to become something or do something

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

devastated, v. caused great destruction to

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

discontented, adj. unhappy; not satisfied

discord, n. disagreement

dismissed, v. fired, as from a job

distinctive, adj. different; unique

distress, n. pain or sorrow

diverse, adj. including many kinds

domestication, n. the process of training animals to live with, or work for, people

dominated, n. ruled

drab, adj. boring

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

duels, n. combat between two people that is planned in advance

E

elaborate, adj. fancy and detailed

elite, adj. the choice or best of anything

emblem, n. an image representing something

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

emerged, n. developed

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

expanse, n. a vast space

exploited, v. used selfishly

exquisite, adj. extremely beautiful

F

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

figurehead, n. a person who holds the title of head of a group but has no real power

finance, v. provide money for

flaunting, v. showing off

flogged, v. whipped

flourished, v. was successful and widespread

folktales, n. traditional stories that came back from a particular group or culture

formidable, adj. powerful

foundation, n. basis

fractured, adj. broken; split

fray, n. battle

foe, n. enemy

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

G

garrison town, n. a town that is protected, perhaps by a wall

geometric, adj. patterned with shapes

graceful, adj. beautiful; elegant

grudgingly, adv. in a way that shows reluctance

H

havoc, n. confusion

hobbling, v. walking slowly, with a limp

hostelry, n. inn or hotel

humble, adj. not thinking you are better than others; modest; not extravagant

humiliated, v. caused a person or people to lose their dignity or self-respect

humiliation, n. a feeling of embarrassment and shame

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

hygiene, n. clean conditions that promote health

I

idols, n. a statue or image worshipped as a god or as the representation of a god

imposing, adj. impressive

inauspicious, adj. not suggesting future success

incorporated, v. combined into

indeed, adv. without any question

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

infamous, adj. well-known for being bad

infantrymen, n. soldiers who fight on foot

infinite, adj. going on forever

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

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

inscribed, v. engraved

inspired, v. produced a feeling or thought in someone

integrity, n. honesty

intensively, adv. with great effort

interior, n. the inside of something

interlocked, v. connected

intertwined, v. connected

J

jockeying, v. competing for

jostling, v. bumping and pushing in a rough way

L

lady, n. a female member of the nobility

lavish, adj. fancy and expensive

lazing, v. relaxing

long-swords, n. types of swords designed for two-handed use

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

maneuver, n. a planned movement of troops

manuscripts, n. books or documents

martyrdom, n. death or suffering for the sake of a cause or belief

mass, adj. widespread, or affecting many people

massacre, n. the killing of a large number of people

masterpieces, n. great works of art (masterpiece)

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

milestones, n. stones marking the distance to some place

millet, n. a type of grain

modifications, n. changes

monotheistic, adj. believing in a single god

mosque, n. a place where Muslims worship

multitude, n. a large number of things or people

N

native, adj. relating to the place of one's birth

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

nepotistic, adj. granting special favors to relatives and friends

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

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

nominated, v. appointed

O

obliged, v. did a favor

offense, n. insult

opposition, n. a group of people who are against something

oral, adj. related to speaking or voice

outwitted, v. outsmarted

overwhelmed, v. felt unable to handle a situation

P

pageboys, n. young messengers

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

pardoned, v. forgave

penetrate, v. to go through or into something

peninsula, n. an area of land surrounded by water on three sides

persecution, n. the mistreatment of a person or group

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

pestilence, n. a deadly disease

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

pilgrimage, n. a journey to a place or shrine that is important to a religion

pincers, n. claws

pioneered, v. was among the first to explore or accomplish something

pious, adj. following a religion with dedication

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

plausible, adj. seeming worthy of acceptance

ploy, n. a maneuver designed to fool an enemy

plummets, v. drops very fast

pondered, v. thought about

potent, adj. powerful

practical, adj. useful

preaching, v. speaking publicly, usually about religion

predators, n. animals that hunt other animals

predecessors, n. people who came before another

proceedings, n. happenings

prosperous, adj. successful

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

R

raiders, n. robbers

rampage, n. violent, destructive behavior

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

recitation, n. something spoken from memory (**recite**)

refined, v. improved

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

renowned, adj. famous

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

reputation, n. the opinion people hold about something or someone

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

resounded, v. echoed and repeated

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

retired, v. went to bed

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

revelation, n. the act of a god revealing himself or herself (or his or her will) to a person

rival, adj. competing

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

rousing, adj. exciting

S

sacred, adj. holy; deserving of special respect

savvy, n. knowledgeable and clever

schism, n. division; split

scorching, adj. very hot

scribes, n. people who copied documents before modern printing was invented

scuttled, v. ran with hasty steps

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

self-loathing, n. a feeling of disgust about oneself

sermon, n. a speech for the purpose of religious instruction

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

shire, n. county

shrine, n. a place that people visit to remember or worship a god or religious figure

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

smug, adj. feeling confident and superior

solitude, n. being alone

sophisticated, adj. complex

spiral, adj. long and winding

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

stalking, v. hunting for

storehouses, n. warehouses; places where things are stored

subtly, adv. in a way that is complicated and pleasant

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

suppressed, v. kept a feeling inside

T

tactic, n. 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**)

three-pronged, adj. three-part

thwarted, v. prevented from accomplishing something

thrive, v. to grow and succeed

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

tranquility, n. a state of calm

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

traumatic, adj. emotionally painful

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

triumphant, adj. victorious

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

twinge, n. a sudden, sharp feeling or emotion

U

unbearable, adj. unable to be tolerated

unity, n. absence of disagreement

unravel, v. to come undone or fall apart

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

V

valiant, adj. brave

vulnerable, adj. weak; helpless

W

waned, v. faded

wares, n. goods or products that a merchant or shop sells

INFORMATIVE PARAGRAPH RUBRIC

| | Exemplary | Strong | Developing | Beginning |
|------------------------|--|---|---|--|
| Introduction | Sentence clearly expresses a big idea about the topic. | Sentence states the topic. | Sentence loosely relates to the topic. | Sentence does not relate to the topic. |
| Body | All details in supporting sentences are presented logically and incorporate vivid, “showing” language. | Most details in supporting sentences are presented logically. | Some details in supporting sentences are presented logically. | Few or no details in supporting sentences are presented logically. |
| Conclusion | Sentence restates the topic in a different way, leaving the reader with a BAM/ zinger/something memorable. | Sentence restates the topic. | Sentence loosely relates to the topic. | Sentence does not relate to the topic. |
| Structure of the piece | All facts relate closely to the topic. | Most facts relate to the topic. | Some facts relate to the topic. | Few or no details relate to the topic. |
| | All information has been paraphrased. | Most information has been paraphrased. | Some information has been paraphrased. | Little or no information has been paraphrased. |

PERSUASIVE PARAGRAPH RUBRIC

| | Exemplary | Strong | Developing | Beginning |
|--------------|---|--|--|---|
| Introduction | Sentence clearly expresses an opinion in the student’s own words. | Sentence states an opinion. | Sentence loosely expresses an opinion. | Sentence does not state an opinion. |
| Body | All details in supporting sentences provide reasons that reinforce the opinion and incorporate vivid, “showing” language. | Most details in supporting sentences provide reasons that reinforce the opinion. | Some details in supporting sentences provide reasons that reinforce the opinion. | Few or no details in supporting sentences provide reasons that reinforce the opinion. |
| Conclusion | Sentence clearly expresses an opinion in the student’s own words. | Sentence states an opinion. | Sentence loosely expresses an opinion. | Sentence does not state an opinion. |

| | | | | |
|------------------------|---|--|---|--|
| Structure of the piece | Excellent transitions so that all supporting sentences flow smoothly. | Some transitions between supporting sentences. | A few transitions between supporting sentences. | Most information has been paraphrased. |
| | All information has been paraphrased. | Most information has been paraphrased. | Some information has been paraphrased. | Little or no information has been paraphrased. |

EDITING CHECKLIST

| Editing Checklist | Notes |
|--|-------|
| Meaning
Is correct grammar used? <ul style="list-style-type: none"> • Sentences are complete with subject and predicate. • Adjectives and adverbs are used correctly. • Sentences are “showing,” not “telling.” | |
| Format
Does the student use appropriate formatting for the piece of writing? <ul style="list-style-type: none"> • The paragraph is indented. • The paragraph has a title. | |
| Capitals
Is capitalization appropriately applied? <ul style="list-style-type: none"> • All sentences begin with a capital letter. • All proper nouns are capitalized. | |
| Spelling
Are words spelled correctly? <ul style="list-style-type: none"> • Words using Core Knowledge Code are spelled appropriately. • Words from spelling and morphology lessons are spelled accurately. • The student has been supported in identifying other misspellings to be looked up in reference sources as needed. | |
| Punctuation
Is punctuation appropriately applied? <ul style="list-style-type: none"> • All sentences have appropriate ending punctuation. • Commas and quotation marks are used correctly for the ways they have been taught. | |

MEDIEVAL MUSINGS ANSWER KEY

Chapter 1:

1. Rosemary
2. Telescope
3. England

Chapter 2:

1. Stale bread
2. Piggy bank
3. Chess

Chapter 3:

1. Muskets
2. King

Chapter 4:

1. Ale or beer
2. Made shoes; made barrels

Chapter 5:

1. Quill pen made from a feather
2. Monks and nuns

Chapter 6:

1. C
2. D
3. A
4. B

Chapter 7:

1. Vegetables, grains, and proteins
2. Barbers

Chapter 8:

1. Lackland
2. Armorer

Chapter 9:

1. Odor

RESOURCES FOR ENRICHMENT SELECTIONS

The enrichment selections in *Knights, Castles, and Chivalry* are intended to be used at your discretion. They are intended to be read by more advanced readers, as they are more difficult to read and include more challenging vocabulary than chapters 1–9. You may want to assign these chapters to students who need more challenging reading material. Activity Page E1.1 corresponds with “*The Canterbury Tales* Selection I,” and Activity Page E2.1 corresponds with “*The Canterbury Tales* Selection II.” An introduction to the selections appears below, as well as in the Reader. Core vocabulary words are also listed for each selection. These words are bolded in the Reader and appear in the glossary.

Introduction to Chaucer and *The Canterbury Tales*

Geoffrey Chaucer was born in London, England, in either 1342 or 1343. He was the son of a wealthy wine merchant and lived a privileged life. Chaucer was well educated. He could read and write, and he spoke Latin, French, and a form of English we now call Middle English. He was a skilled horseman and knew how to use a sword. As a teenager he served as a page in a royal household.

Chaucer had many rich and influential friends. As one example, his wife was a lady-in-waiting in the queen’s household. He was well-traveled. He fought in the Hundred Years’ War and was captured by the French. He lived through the years when the plague spread throughout Europe. Chaucer had several important jobs, including, at one point, being in charge of the Tower of London. However, people tend to think of him first as having been an extraordinarily talented poet.

During Chaucer’s lifetime, people in England spoke several languages and many dialects. Chaucer chose to write in Middle English but most people did not read his work. There are a number of reasons why most people did not read what Chaucer wrote. One reason is that most people could not read. Another reason people did not read what Chaucer wrote is that books were rare, hand-scribed luxury items. Instead, people listened to his poetry read aloud, and they came to like it.

The Canterbury Tales was Chaucer’s last work. In this work, a number of pilgrims travel together from London to the holy shrine of Thomas Becket, in Canterbury. Each pilgrim agrees to tell two tales on the way to Canterbury, and two on the way back to London. Chaucer introduces 29 pilgrims.

The characters themselves are from every social class. Many of the tales are humorous, and they provide wonderful insight into life in the Middle Ages. The following translated excerpt is part of the introduction to *The Canterbury Tales*. The introduction is called the Prologue. In the Prologue, Chaucer introduces the characters who will tell their tales. In this excerpt, you will discover how the journey began. You will also meet a knight, a squire, and a yeoman, or farmer. Alongside this translation, you will also be able to view the original Middle English text. The English language has changed quite a lot since Chaucer's time. However, it is still possible to read and understand many Middle English words.

The Canterbury Tales was so popular that several copies were written, some of which survived into the mid-1400s. Luckily in 1476, the first English printer, William Caxton, produced one of the first books ever printed in the English language—*The Canterbury Tales*. They were very popular at the time.

To gain the right feeling for *The Canterbury Tales*, it is important to understand that Chaucer read his poetry aloud. Therefore it is helpful to hear his work. As you read, try to hear the words in your head; or better still, read them aloud. To this day, *The Canterbury Tales* is regarded as one of the greatest works of English literature.

Core Vocabulary for “Chaucer Part I”

The following core vocabulary words are bolded in the selections and appear in the glossary. Remind students that they can look up a word in the glossary if needed.

dialect, n. a form of a language spoken in a particular area, including unique words and pronunciations (dialects) (88)

melody, n. song (90)

shire, n. county (90)

hostelry, n. inn or hotel (92)

devout, adj. extremely religious (92)

chance, n. luck (92)

nevertheless, adv. in spite of what was just said, however (94)

| Vocabulary Chart for “Chaucer, Part I” | | |
|--|---------------------------------|--|
| Vocabulary Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Core Vocabulary | dialect
shire
hostelry | melody
devout
chance
nevertheless |
| Spanish Cognates for Core Vocabulary | dialect
hostelería | melodía
devoto |
| Multiple-Meaning Core Vocabulary Words | | chance |

Core Vocabulary for “Chaucer Part II”

worthy, adj. deserving (worthiness) (96)

valiant, adj. brave (96)

foe, n. enemy (98)

repute, n. the opinion generally held of someone or something (98)

coarse, adj. rough (n. coarseness, adj. coarsest) (98)

coat of mail, n. armor, chain mail (98)

simplicity, n. the state of being uncomplicated and easy (102)

sheaf, n. a bundle with many of the same thing (102)

dirk, n. a long knife (102)

| Vocabulary Chart for “Chaucer, Part II” | | |
|---|---------------------------------|--|
| Vocabulary Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Core Vocabulary | coat of mail
sheaf
dirk | worthy
valiant
foe
repute
coarse
simplicity |
| Spanish Cognates for Core Vocabulary | cota de malla | valiente |
| Multiple-Meaning Core Vocabulary Words | | |
| Sayings and Phrases | | |

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