

Unit 2

Activity Book

Grade 4

Empires in the Middle Ages | Part 2

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Activity Book

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Unit 2

Empires in the Middle Ages (Part 2)

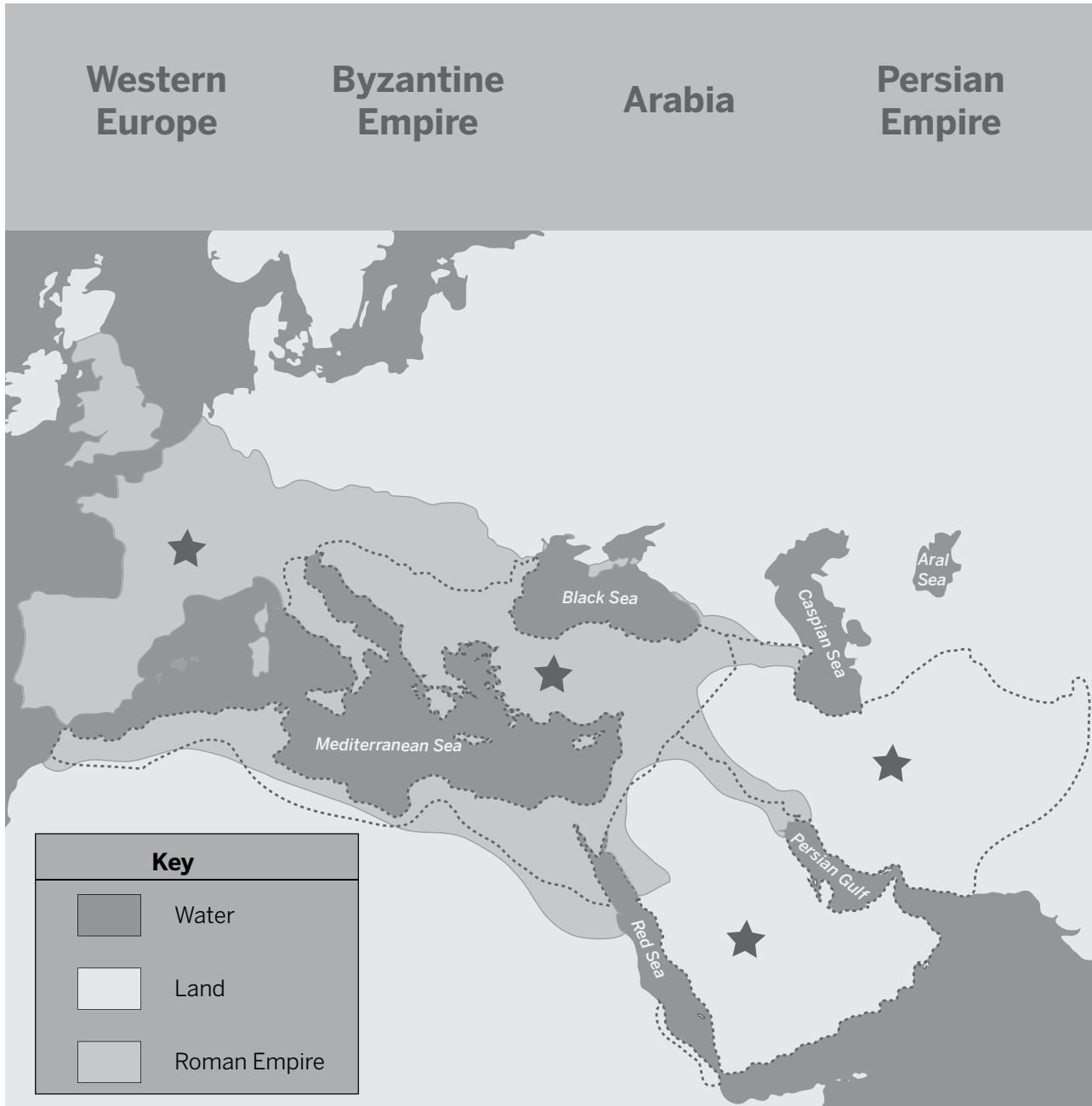
Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 4 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

Reading

Map Work

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



Use the map on page 1 to answer these questions.

1. The countries of _____ developed on land that was once the western part of the Roman Empire.

2. Which of the four territories is the farthest east?

3. Which of the four territories was once the eastern part of the Roman Empire?

4. Which of the four territories was wedged between two warring empires?

5. Which two of the territories border the Persian Gulf?

Reading

Reading Questions

1. What became of the western and eastern territories that once made up the Roman Empire?

2. What was the relationship between the Byzantine Empire and the Persian (or Sasanian) Empire?

3. What goods were traded between the West and the East?

4. What does *monotheistic* mean?

5. How do camels keep unwanted people or animals away from 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?

7. **Challenge:** Write two sentences using the word *rival*.

8. **Challenge:** Write a sentence using your favorite word in the glossary.

Lesson 16 Vocabulary from the Reader

1. **emerged**, *n.* developed
2. **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
7. **arid**, *adj.* very dry
8. **shrine**, *n.* a place that people visit to remember or worship a god or religious figure
9. **domestication**, *n.* the process of training animals to live with, or work for, people
10. **conquests**, *n.* when things or places are acquired through force

Reading

Reading Questions

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.

2. Write two sentences comparing two different features of the lives of children in Muhammad’s time to your life today.

First Sentence:

Second Sentence:

3. How did Muhammad’s life in Mecca differ from his life among the Bedouins?

Reading

Journal Entry

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.

Grammar

Sentence Fragments

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

Example: Shivered in the cold night air.

_____ Complete sentence

 X Sentence fragment

The men shivered in the cold night air.

1. The spitting camel

_____ Complete sentence

_____ Sentence fragment

2. The camel and the hyena were good friends

_____ Complete sentence

_____ Sentence fragment

3. Eleven camels outside the tent

_____ Complete sentence

_____ Sentence fragment

4. The Bedouin boy chased the camel

_____ Complete sentence

_____ Sentence fragment

5. By selling his wares, the merchant earned money to buy a camel

_____ Complete sentence

_____ Sentence fragment

6. All the camels marching through the desert

_____ Complete sentence

_____ Sentence fragment

7. The camel spat at the Bedouin boy

_____ Complete sentence

_____ Sentence fragment

8. The difficult life of a caravan camel

_____ Complete sentence

_____ Sentence fragment

Challenge: Circle the subject and underline the predicate of each complete sentence above.

Morphology

un- and non-: Prefixes Meaning “Not”

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

Example: 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)

Morphology

en-: Prefix Meaning “to make”

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

1. I know we'll _____ our day at the beach.
(joy, enjoy, courage, encourage)
2. The salesman hoped that smiling would _____ him
to customers. (case, encase, dear, endear)
3. I packed an extra bottle of water to _____ that I would not be
thirsty during the hike. (force, enforce, sure, ensure)
4. It took a lot of _____ for Emily to audition for the
school play. (courage, encourage, circle, encircle)
5. The school _____ all the trophies behind glass.
(sure, ensured, case, encased)
6. Hoping to _____ myself, I dug for gold in my backyard.
(able, enable, rich, enrich)

Writing

Lands and Empires Graphic Organizer

Subjects	Quotes from Reader
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. 107-108 "Many believed it would last forever. They were wrong."</p>
Byzantine Empire	
Persian Empire	
Arabia	

[illegible]

Lesson 17 Vocabulary from the Reader

1. **inauspicious**, *adj.* not suggesting future success
2. **Bedouins**, *n.* Arabic people who live in the desert
3. **predators**, *n.* animals that hunt other animals
4. **plummets**, *v.* drops very fast
5. **oral**, *adj.* related to speaking or voice
6. **bustling**, *v.* hurrying; moving fast and with purpose
7. **wares**, *n.* goods or products that a merchant or shop sells
8. **vulnerable**, *adj.* weak; helpless
9. **scorching**, *adj.* very hot
10. **raiders**, *n.* robbers
11. **humble**, *adj.* modest, not extravagant
12. **reputation**, *n.* the opinion people hold about something or someone
13. **integrity**, *n.* honesty

Reading

Map Activity

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 the year of the event to the city where it took place.

610: Muhammad had his first vision.

613: _____

619: _____

622: _____

630: _____

632: _____



Writing

Sequencing Events

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.

_____ Muhammad was born.

_____ 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.

_____ Muhammad worked for his uncle as a camel boy.

_____ Muhammad's mother died.

_____ Muhammad's grandfather died.

_____ Muhammad worked for the Bedouins.

*Writing***Muhammad's Childhood Graphic Organizer**

Subjects	Quotes from the Reader
Birth and Infancy	
Life among the Bedouins	
Return to Mecca	

NAME: _____ DATE: _____

Paraphrased Notes	Full-sentence Paraphrases (Detail Sentences)



The Yarmouk River valley

The Battle of Yarmouk: An Introduction

The Byzantines largely ignored the Muslims, until Umar conquered the great city of Damascus in 635. It was then that the emperor, Heraclius, realized this new foe must be crushed.

He raised a huge army from across his empire to drive the Muslims back into Arabia. The Muslims retreated and regrouped on the edge of the desert (in modern-day Jordan) and then they met the Byzantine forces on the plains overlooking the Yarmouk River valley, northeast of Jerusalem.

The Battle of Yarmouk was one of the great turning points in history. The Muslim army defeated a much larger, technologically superior force through strategy and determination. Umar had appointed a great general to lead his troops against the Byzantine army—Abu Ubayda, who was assisted by another **savvy** general, Khalid.

This is a fictionalized story of General Vahan, the leader of the Byzantine troops, and his experience through the long Battle of Yarmouk.

The Battle of Yarmouk

Key

Muslims	Byzantines	
○		Muslim Mobile Guard
●		Byzantine Infantry
◇	◆	Cavalry
□		Muslim Camp
—		First Attack
- - -		Second Attack
◀		Retreat

General Vahan was confident. The loss of territory to the newly united Arabs had been an **unbearable** humiliation for the Byzantine Empire. He was proud that Emperor Heraclius had given him, his greatest general, 80,000 troops to crush the new Muslim army.

In the past few weeks, he had swept through Syria, and the Muslims had retreated before him. Now was his chance to end their expansion. Twenty-five thousand Muslim troops were gathered before him on the Yarmouk plains. Deep ravines with rushing waters surrounded them—there were few ways to escape.

Not that escaping should be necessary for the Byzantines. Vahan's army was larger, more experienced, and had superior technology. There was little doubt of victory.

Vahan watched his army train. **Infantrymen** jogged up and down under the watch of a steely-eyed officer, holding their spears and shields aloft. In battle they would form a perfect barrier, preventing any of the enemy from attacking the troops within. Behind them the rest of the infantry would be sheltered, ready to throw javelins and shoot arrows at the enemy.

Then there were the mighty **cavalry**. He could see them, making **crude** jokes and **jostling** one another. Little could dent the **arrogance** of a cavalryman. Armed with lances, **long-swords**, and short-bows, they would be the key to crushing the enemy. They would charge at the Muslim soldiers, shooting arrows as they advanced. Then they would crash into them with their battle-trained horses, scattering men left and right.

Finally, there were the champions. Seasoned officers and warriors, they would begin the battle by fighting **duels** to the death against their Muslim opponents. General Vahan knew many would die. But those who succeeded would strike fear into the hearts of the other soldiers.

The Byzantine soldiers were as diverse as the empire itself. People from Armenia, Syria, Egypt, Greece, the Balkans, and more. They were also unstoppable.

At least, they should be. Vahan **suppressed** a **twinge** of doubt. His soldiers were tired after fighting the Persians for so many years.

Still, Vahan believed victory would be within reach.

Lesson 18 Vocabulary from the Reader

1. **solitude**, *n.* being alone
2. **recitation**, *n.* something spoken from memory (**recite**)
3. **scribes**, *n.* people who copied documents before modern printing was invented
4. **compiled**, *v.* put different texts together into a book
5. **pilgrimage**, *n.* a journey to a place or shrine that is important to a religion
6. **preaching**, *v.* speaking publicly, usually about religion
7. **revelations**, *n.* the acts of a god revealing himself or herself (or his or her will) to a person
8. **blasphemy**, *n.* words or actions that are offensive to a religion
9. **persecution**, *n.* the mistreatment of a person or group
10. **bleak**, *adj.* hopeless; depressing
11. **arbiter**, *n.* a person with the authority to settle disputes
12. **tactics**, *n.* procedures employed to gain success
13. **acknowledge**, *v.* accept; recognize
14. **pardoned**, *v.* forgave
15. **humiliated**, *v.* caused a person or people to lose their dignity or self-respect
16. **authority**, *n.* a source of information that people believe is correct
17. **sermon**, *n.* a speech for the purpose of religious instruction

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18. **idols**, *n.* a statue or image worshipped as a god or as the representation of a god

19. **mosque**, *n.* a place where Muslims worship

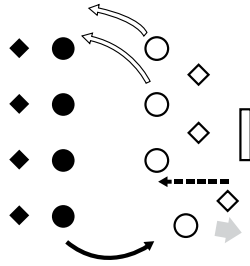
20. **ambiguity**, *n.* uncertainty of meaning or intention

21. **discord**, *n.* disagreement

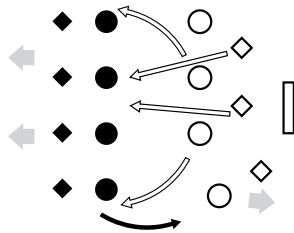


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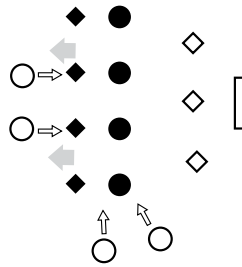
Day 3



Day 4



Day 6





Grammar

The Four Sentence Types

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

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:

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Imperative Sentence:

Exclamatory Sentence:

Morphology

Root Word: *graph*

Vocabulary Words

1. **autobiography**, *n.* a nonfiction book someone writes about his or her own life
2. **autograph**, *n.* a person's signature
3. **bibliography**, *n.* a list of books and texts consulted in writing a paper
4. **biography**, *n.* a nonfiction book about someone's life
5. **calligraphy**, *n.* the art of decorative handwriting
6. **cartography**, *n.* the art of designing and making maps
7. **choreography**, *n.* the planned movements of dancers
8. **graph**, *n.* a diagram that represents the relationship between two or more things
9. **graphic**, *n.* an image, sometimes accompanying text
10. **graphite**, *n.* a mineral used in pencils
11. **paragraph**, *n.* a section of a written work, usually composed of multiple sentences
12. **phonograph**, *n.* a machine that plays sound recordings
13. **photograph**, *n.* an image produced by taking a picture
14. **telegraph**, *n.* a machine for transmitting messages over a long distance

15. *For items 1–8, choose the one that best completes each sentence.*

paragraph bibliography calligraphy autobiography
graphite choreography cartographer telegraph

1. A few students had some trouble learning the difficult _____
for the school musical.
2. _____ has replaced lead as the core of most pencils.
3. The _____ worked for years on her atlas of the new world.
4. The main point of a newspaper article is often found in the first or second
_____.
5. Fatima admired the beautiful _____ with which her copy of
the Qur'an was written.
6. Herbie thought that others would enjoy reading about his experiences, so he
wrote his _____.
7. Cecelia listed eight books in the _____ of her report on the
animals of Arabia.
8. Until the townspeople had telephones installed, their messages were sent by Old
Clem over a _____.

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9. Write a complete sentence using the word *photograph*.

10. Write a complete sentence using the word *autograph*.

Spelling

Spelling Practice

Below is a list of spelling words from the Reader.

During Lesson 25, 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 _____

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

Spelling

Spelling Words and Sentence Types

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

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Lesson 19 Vocabulary from the Reader

1. **ploy**, *n.* a maneuver designed to fool an enemy
2. **overwhelmed**, *v.* felt unable to handle a situation
3. **thwarted**, *v.* prevented from accomplishing something
4. **retired**, *v.* went to bed
5. **fray**, *n.* battle
6. **havoc**, *n.* confusion
7. **blow**, *n.* a sudden attack
8. **outwitted**, *v.* outsmarted
9. **three-pronged**, *adj.* three-part
10. **maneuver**, *n.* a planned movement of troops
11. **self-loathing**, *n.* a feeling of disgust about oneself
12. **courier**, *n.* messenger
13. **truce**, *n.* an agreement that puts an end to fighting

Reading

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. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2. Identify the caliph described in the following clues.

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

caliph: _____

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

caliph: _____

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

caliph: _____

D. He founded the Umayyad dynasty.

caliph: _____

E. He was caliph during the Battle of Yarmouk.

caliph: _____

F. Under his rule, the final, “official” version of the Qur’an was codified.

caliph: _____

Reading

Reading Reflection

1. Who led the opposing sides at the start of the Muslim civil war?

2. What were the two sides fighting over?

3. Why was the Islamic civil war more traumatic for Muslims than the wars against the Byzantine Empire?

Writing

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?

NAME: _____

DATE: _____

4. What obstacle might prevent Jack from solving his want?

5. Describe a possible resolution to Jack's story.

Writing

Details for My Story

Subject	Detail
Water	<i>Finding enough water in the desert to survive was a struggle.</i>
Food	
Work	<i>Children tended to the camels.</i>
Dangers	
Temperature	
Nighttime	<i>Men recited long poems about battles and adventures.</i>

Writing

Historical Fiction Story Organizer

Story Element	Your Story
Setting	The Arabian desert in the year 560.
Protagonist	
Protagonist's Want	
Obstacle	
Resolution	

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Lesson 20 Vocabulary from the Reader

1. **nepotistic**, *adj.* granting special favors to relatives and friends
2. **opposition**, *n.* a group of people who are against something
3. **traumatic**, *adj.* emotionally painful
4. **garrison town**, *n.* a town that is protected, perhaps by a wall
5. **schism**, *n.* division; split
6. **resounded**, *v.* echoed and repeated
7. **consensus**, *n.* agreement between different people or groups

Reading

Reading Reflection

1. Whom do the Shia believe should have been caliph after the civil war?

2. Whom do the Sunni believe should have been caliph after the civil war?

3. What is Shia short for?

4. Why was the Umayyad dynasty unusual?

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5. Where in the world during the Middle Ages were family dynasties common?

6. What did the Umayyad Caliphate contribute to the empire?

Reading

More Reading Reflection

1. What was unusual about Muawiyah's appointment of his successor as caliph?

2. What event from the year 680 do Shiite Muslims still mourn, or remember sadly, to this day?

3. Why did the expansion of the Islamic empire stop during the early days of the Umayyad dynasty?

Writing

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:

CONTINUED

DATE: _____

[illegible]

Lesson 21 Vocabulary from the Reader

1. **discontented**, *adj.* unhappy; not satisfied
2. **massacre**, *n.* the killing of a large number of people
3. **martyrdom**, *n.* death or suffering for the sake of a cause or belief
4. **triumphant**, *adj.* victorious
5. **unity**, *n.* absence of disagreement
6. **sacred**, *adj.* holy
7. **potent**, *adj.* powerful
8. **plausible**, *adj.* seems worthy of acceptance
9. **milestones**, *n.* stones marking the distance to some place
10. **architectural**, *adj.* relating to the design and construction of buildings (architecture)
11. **masterpieces**, *n.* great works of art (masterpiece)
12. **ascended**, *v.* rose; went upward
13. **modifications**, *n.* changes
14. **arches**, *n.* openings or gateways that are curved on top (arch)
15. **alternately**, *adv.* switching regularly and repeatedly
16. **interior**, *n.* the inside of something
17. **distinctive**, *adj.* different; unique
18. **countless**, *adj.* too many to count

Grammar

Practicing Sentence Types

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*

3. Sentence Type: imperative

Word: *burn*

4. Sentence Type: exclamatory

Word: *mosquito*

5. Sentence Type: imperative

Word: *mosquito*

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*

Morphology

Practicing the Root *graph*

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 four words provided—except write a blank instead of writing the word you chose. After completing items 5–8, swap activity books with a partner and have him or her 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: _____.

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 parter's sentence is: _____.

Spelling

Practice Using Spelling Words

For questions 1–4, circle the part speech of each of the words provided.

- | | | | |
|-----------------------|------|------|-----------|
| 1. <i>guilty</i> : | verb | noun | adjective |
| 2. <i>diverse</i> : | verb | noun | adjective |
| 3. <i>integrity</i> : | verb | noun | adjective |
| 4. <i>conquest</i> : | 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.

5. Word: *collapse*

6. Word: *governor*

7. Word: *humiliate*

NAME: _____ DATE: _____

8. Word: *illiterate*

9. Word: *hyena* and *fray*

Lesson 22 Vocabulary from the Reader

1. **descended**, *v.* had a specific family or person among one's ancestors
2. **prosperous**, *adj.* successful
3. **flourished**, *v.* was successful and widespread
4. **courtyards**, *n.* yards that are open to the sky but enclosed on the sides
5. **subtly**, *adv.* in a way that is complicated and pleasant
6. **storehouses**, *n.* warehouses' places where things are stored
7. **manuscripts**, *n.* books or documents
8. **geometric**, *adj.* patterned with shapes
9. **imposing**, *adj.* impressive
10. **graceful**, *adj.* beautiful; elegant
11. **inspired**, *v.* produced a feeling or thought in someone
12. **awe**, *n.* a feeling of being very impressed
13. **inscribed**, *v.* engraved
14. **interlocked**, *v.* connected
15. **infinite**, *adj.* going on forever

NAME: _____ DATE: _____

16. **expanse**, *n.* a vast space

17. **elaborate**, *adj.* fancy and detailed

18. **tranquility**, *n.* a state of calm

19. **intertwined**, *v.* connected

20. **spiral**, *adj.* long and winding

Spelling

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Reading

Reading Reflection

1. According to what you read, how did the Christian army of the First Crusade treat the inhabitants of Jerusalem?

2. What action by the Seljuks was one cause of the Crusades?

3. Who were the “Sultan’s enemies” (page 68), according to the Jewish man's letter?

4. The fall of what city into Muslim hands prompted the Second Crusade?

Lesson 23 Vocabulary from the Reader

1. **rousing**, *adj.* exciting
2. **access**, *v.* approach; use
3. **jockeying**, *v.* competing for
4. **waned**, *v.* faded
5. **figurehead**, *n.* a person who holds the title of head of a group but has no real power
6. **renowned**, *adj.* famous
7. **fractured**, *adj.* broken, split
8. **rampage**, *n.* violent, destructive behavior
9. **barracks**, *n.* housing for soldiers
10. **intensively**, *adv.* with great effort
11. **elite**, *adj.* the choice or best of anything
12. **valiant**, *adj.* brave
13. **finance**, *v.* provide money for
14. **bewildered**, *adj.* confused
15. **beset**, *v.* attacked; surrounded
16. **agitated**, *adj.* upset

NAME: _____ DATE: _____

17. **pageboys**, *n.* young messengers

18. **chivalry**, *n.* a code of honor often connected to European knights of the Middle Ages

Lesson 24 Vocabulary from the Reader

1. **folktales**, *n.* traditional stories that came back from a particular group or culture
2. **cunning**, *adj.* clever; sneaky
3. **drab**, *adj.* boring
4. **stalking**, *v.* hunting for
5. **lazing**, *v.* relaxing
6. **cultivate**, *v.* develop
7. **air**, *n.* appearance
8. **scuttled**, *v.* ran with hasty steps
9. **offense**, *n.* insult
10. **pondered**, *v.* thought about
11. **smug**, *adj.* feeling confident and superior
12. **proceedings**, *n.* happenings
13. **obliged**, *v.* did a favor
14. **bleaching**, *v.* making white by exposing to the sun or a chemical
15. **pincers**, *n.* claws
16. **departed**, *adj.* dead
17. **comrades**, *n.* friends

Writing

Fable Features

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 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 fish 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.

Reading

Fable Morals

Group 1

Title of Fable: _____

Moral of Fable: _____

Group 2

Title of Fable: _____

Moral of Fable: _____

Group 3

Title of Fable: _____

Moral of Fable: _____

Group 4

Title of Fable: _____

Moral of Fable: _____

NAME: _____ DATE: _____

Group 5

Title of Fable: _____

Moral of Fable: _____
_____**Group 6**

Title of Fable: _____

Moral of Fable: _____

Morphology

Suffix Practice

Change the root words below into adjectives by affixing them with the suffix *-y*. Then use the adjective in a sentence. Remember that in 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: _____

2. Word: *smell*

Adjective: _____

3. Word: *juice*

Adjective: _____

NAME: _____ DATE: _____

4. Word: *dirt*

Adjective: _____

5. Word: *shine*

Adjective: _____

6. Word: *rain*

Adjective: _____

7. Word: *curl*

Adjective: _____

Morphology

Prefixes and Roots

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 _____ her to follow her dreams.
2. Grandma Thelma makes all the family decisions, because she is the _____.
3. The leaders of the two countries tried to find a _____ way to settle the border dispute.
4. The spy kept turning around to _____ that nobody was following him.
5. The elderly _____ hoped her daughter would rule after her.
6. The writer did not explain his main idea until the sixth _____.
7. The pup loved playing with his _____ toy, but the noise started getting on my nerves.

8. After studying all weekend, she was _____ 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. _____

Unit Assessment: *Empires in the Middle Ages* (Lessons 16–24)**Reading**

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

Two Great Doctors of the Islamic Classical Age

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

- 2 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.

- 3 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.

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

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

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

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

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

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

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

	Albucasis	Ibn Sina
2. Born where?		
3. Most famous book?		
4. An important contribution?		

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

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

Bashar Remembers the Battle of Yarmouk

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

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

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

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.

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?

Grammar

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

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

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

14. verb: marched adverb: slowly

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

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

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

16. studied in Baghdad during the Classical Age.

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

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

17. Give me a saddle for my camel.

declarative interrogative imperative exclamatory

18. What time does the caravan arrive?

declarative interrogative imperative exclamatory

19. I ate a banana yesterday.

declarative interrogative imperative exclamatory

20. It's freezing in here!

declarative interrogative imperative exclamatory

Morphology

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

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

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

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

22. Write the correct word to complete the sentence.

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

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

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

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

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

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

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

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

autograph

graphite

patriarch

biography

matriarch

squeaky

calligraphy

monarch

telegraph

encourage

nonviolent

unafraid

ensure

paragraph

unpleasant

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

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

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 that “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 become 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?

- 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. For items 14–17, 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 co-existed 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.

____ Umar	a. the holy book of Islam
____ Saladin	b. Muhammad's son-in-law who served as caliph
____ <i>The Canon of Medicine</i>	c. caliph who was said to favor his own family and clan
____ Ali	d. led the Muslims against the Christians in the Third Crusade
____ the Qur'an	e. a book written during the Islamic Classical Age
____ Uthman	f. caliph who collected taxes to help the poor

24. Circle the two sentences below in which the word *plummeted* is used correctly.

- After the countdown, the rocket plummeted toward outer space.
- Before opening his parachute, the skydiver plummeted toward Earth.
- Over the course of several days, the helium balloon slowly plummeted to the floor.
- The pitcher's fastball plummeted in a straight line toward home plate.
- When the temperature plummeted in the morning, I wished I had brought lighter clothes.
- When the temperature plummeted at night, I wished I had brought a warm coat.

25. Which of the words in the sentence above provides the best clue as to the meaning of the word *shrine*?

“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.”

- a. Muhammad’s tribe, the Quraysh
- b. the “cube”
- c. looked after
- d. its members worshipped their gods

Adjectives and Adverbs

For items 1–5, fill in the blanks to add an adjective and adverb to each sentence.

1. King Richard _____ grabbed his _____
adverb adjective
sword when he heard that the Muslims were attacking.
2. Kasim _____ led his camel to the _____
adverb adjective
watering hole for a drink.
3. The _____ student _____ returned to
adjective adverb
school after a great vacation.
4. Erin _____ walked to the party, because she did not want to
adjective
miss any of the _____ snacks.
adverb
5. The roads were _____ so Leanne drove _____.
adjective adverb

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.

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 _____.

Complete sentence: _____

2. *the leader of the caravan*

The sentence is missing a _____.

Complete sentence: _____

3. *found a dollar between the sofa cushions*

The sentence is missing a _____.

Complete sentence: _____

4. *thousands of Byzantine soldiers*

The sentence is missing a _____ .

Complete sentence: _____

5. *slowly rowed across the lake*

The sentence is missing a _____ .

Complete sentence: _____

6. *the camels and the hyenas*

The sentence is missing a _____ .

Complete sentence: _____

7. *recited poems around a fire every night*

The sentence is missing a _____ .

Complete sentence: _____

8. *eggs and peanut butter*

The sentence is missing a _____ .

Complete sentence: _____

9. *dug ditches from dawn until dark*

The sentence is missing a _____ .

Complete sentence: _____

10. *pushed all the buttons in the elevator*

The sentence is missing a _____ .

Complete sentence: _____

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.

2. The new caliph was not descended from a relative of Muhammad's 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.

4. 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.

6. 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 two percent of their earnings to help the poor and needy. Umar was also a military genius. In his ten years as caliph, he won many battles by the time Umar died he had conquered huge portions of Byzantine and Persian territory.

7. Rewrite of First Run-on Sentence:

NAME: _____ DATE: _____

8. Rewrite of Second Run-on Sentence:

9. Rewrite of Third Run-on Sentence:

10. Rewrite of Fourth Run-on Sentence:

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
2. **Interrogative:** Who wrote Romeo and Juliet
3. **Imperative:** Please pass the carrots
4. **Exclamatory:** We missed the train

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*

NAME: _____

DATE: _____

12. Sentence Type: interrogative

Word: *birthday*

Challenge

Sentence Type: declarative sentence containing a question

Word: *wondered*

***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 instructions given.

living	violent	wrap	usual
nonliving	nonviolent	unwrap	unusual

1. Like many _____ things, plants require air and water.
2. Because he was a _____ boy, Simon chose not to fight with the crusaders.
3. Marisol could not identify the _____ bird she saw outside her window.
4. Mr. Chang did not have time to _____ his daughter’s birthday present.
5. This morning, just like every day, I ate my _____ breakfast of cereal and a banana.
6. All this tape is making it difficult to _____ the package.
7. The mad scientist tried to create a breathing human out of _____ parts.
8. A _____ storm tore the roof off our house.

Challenge: Write a sentence using one of your own *non-* or *un-* words.

–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 _____ his house, our neighbor added on a room.
2. A smiling baby is _____ to almost everybody.
3. Mr. Holzman bought extra hotdogs to _____ that everyone would have enough to eat at his cookout.
4. The dog catchers _____ the dog so that she could not escape.
5. Ms. Grumby kept her valuable stamps _____ in an air-tight case.
6. I certainly plan to _____ my summer vacation.

Challenge: Based on what you know about the prefix *en-* and the root word *trap*, what do you think *entrap* means?

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 _____ gave the king advice on matters related to the Church.
2. The caliph was at the very top of the _____ of the Islamic world.
3. After my great-grandmother passed away, my grandmother became the _____ of the family.
4. Although Evie and Melanie were best friends, they became _____ when they played tennis against each other.
5. The _____ dreamed of giving up the throne and living a normal life.
6. Some people think that without laws and government, there would be _____ throughout the land.
7. Write a complete sentence using the word *patriarch*.

***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 _____ one day.
2. In the middle of the nineteenth century, the _____ provided the fastest way of sending long-distance messages.
3. The ballet dancer practiced his _____ for several hours every day.
4. The Muslims often decorated their mosques with Arabic _____.
5. Even though we bought him an MP3 player, Grandpa Dwight preferred to play music on his old _____.
6. In 1771, Benjamin Franklin started writing his _____.
7. Write a complete sentence using the word *autograph*.

West Africa

Vocabulary

1. **incorporated**, *v.* combined into (190)
 2. **brocade**, *n.* a cloth woven with an elaborate design (191)
 3. **native**, *adj.* the place of one's birth (193)
 4. **millet**, *n.* a type of grain (195)
-
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?

 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.

3. Reread the section “Knowledge in the Classical Age,” on page 155. Write an informative paragraph describing similarities between Baghdad and Timbuktu as centers of learning.

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.

Scheherazade

Vocabulary

1. **distress**, *n.* pain or sorrow (198)
 2. **hobbling**, *v.* walking slowly, with a limp (200)
 3. **avenge**, *v.* to get revenge (201)
 4. **culprits**, *n.* people guilty of a crime (203)
 5. **grudgingly**, *adv.* in a way that shows reluctance (204)
-
1. The first paragraph on page 198 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?

 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?

3. Did the vizier approve of Scheherazade's marriage to the king?

4. On page 198, 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?

5. On page 206, 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.

NAME: _____

DATE: _____

[illegible]

NAME: _____

DATE: _____

[illegible]

Reader Glossary

A

abscesses, *n.* inflammations caused by bacteria

access, *v.* approach; use

acknowledge, *v.* accept; recognize

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

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

arrogance, *n.* showing extreme pride or self-importance

ascended, *v.* rose; went upward

assassinated, *v.* killed on purpose

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

barracks, *n.* housing for soldiers

bathhouses, *n.* buildings for bathing

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

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

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

D

departed, adj. dead

descended, v. had a specific family or person among one's ancestors

devastated, v. caused great destruction to

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

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

emerged, n. developed

expanse, n. a vast space

exploited, v. used selfishly

F

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

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

humble, adj. modest; not extravagant

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

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

infantrymen, n. soldiers who fight on foot

infinite, adj. going on forever

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

lavish, adj. fancy and expensive

lazing, v. relaxing

long-swords, n. types of swords designed for two-handed use

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

massacre, n. the killing of a large number of people

masterpieces, n. great works of art (masterpiece)

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

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

N

native, adj. the place of one's birth

nepotistic, adj. granting special favors to relatives and friends

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

pardoned, v. forgave

peninsula, n. an area of land surrounded by water on three sides

persecution, n. the mistreatment of a person or group

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

plausible, adj. seems 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

R

raiders, n. robbers

rampage, n. violent, destructive behavior

recitation, n. something spoken from memory (recite)

refined, v. improved

renowned, adj. famous

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

resounded, v. echoed and repeated

retired, v. went to bed

revelation, n. the act of a god revealing himself or herself (or his or her will) to a person

rousing, adj. exciting

S

sacred, adj. holy

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

self-loathing, n. a feeling of disgust about oneself

sermon, *n.* a speech for the purpose of religious instruction

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

smug, *adj.* feeling confident and superior

solitude, *n.* being alone

sophisticated, *adj.* complex

spiral, *adj.* long and winding

stalking, *v.* hunting for

storehouses, *n.* warehouses; places where things are stored

subtly, *adv.* in a way that is complicated and pleasant

suppressed, *v.* kept a feeling inside

T

tactics, *n.* procedures employed to gain success

three-pronged, *adj.* three-part

thwarted, *v.* prevented from accomplishing something

tranquility, *n.* a state of calm

traumatic, *adj.* emotionally painful

triumphant, *adj.* victorious

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

twinge, *n.* a sudden, sharp feeling or emotion

U

unbearable, *adj.* unable to be tolerated

unity, *n.* absence of disagreement

V

valiant, *adj.* brave

vulnerable, *adj.* weak; helpless

W

waned, *v.* faded

wares, *n.* goods or products that a merchant or shop sells

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