



## Unit 2

Activity Book

Grade 4

### Empires in the Middle Ages | Part 2

Grade 4

Unit 2

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# **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.

Western Europe or Byzantine Empire

Page 107

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

Byzantine Empire or Persian Empire

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

Arabia or Byzantine Empire

Page 108

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

Persian Empire or Arabia

Page 109

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

**Circle 2.**

**A.** Western Europe

**B.** Arabia

**C.** Persian Empire

## Reading

### Reading Questions

1. What became of the western and eastern territories that once made up the Roman Empire? Pages 107 & 108

The western portion of the Roman Empire became the countries of A. Western Europe  
B. Byzantine Empire

The eastern portion of the Roman Empire became the A. Western Europe  
B. Byzantine Empire

2. What was the relationship between the Byzantine Empire and the Persian (or Sasanian) Empire? Page 109

A. The Byzantine Empire and the Persian Empire were the birthplace of Mahammad.  
B. The Byzantine Empire and the Persian Empire were rivals that competed over trades.  
C. The Byzantine Empire and the Persian Empire were allies, or friends.

3. What goods were traded between the West and the East? Page 108  
**Circle 6 that were traded:**

<u>a. cloth</u>	<u>e. silk</u>	<u>i. spices</u>
<u>b. paintings</u>	<u>f. gold</u>	
<u>c. glass</u>	<u>g. silver</u>	
<u>d. books</u>	<u>h. ships</u>	

4. What does *monotheistic* mean? Page 110

Monotheistic means believing in ( one / many ) gods.

5. How do camels keep unwanted people or animals away from them? Page 111

- A. They are able to run away from people with their long legs.  
 B. The camels hump contains fat for nutrition and scares people away.  
 C. Camels mix their half-digested stomach contents with their saliva and spit it at people.

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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? **Hint:** mono means one, poly means more than one

one syllable = \_\_\_\_\_ syllabic

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

The \_\_\_\_\_ and the \_\_\_\_\_ are rivals in \_\_\_\_\_.

Team Name

Team Name

Sport

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

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## Lesson 16 Vocabulary from the Reader

1. **emerged**, *v.* developed
2. **dominated**, *v.* 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. Page 113

Muhammad might have gained his understanding because at night, the men of the tribe would

**A.** sing songs around a fire.

**B.** recite long oral poems.

2. Write two sentences comparing two different features of the lives of children in Muhammad’s time to your life today. Page 113

First Sentence:

Children in Muhammad's time

**A.** lived with their parents.

**B.** were sent away to live in the desert.

Second Sentence:

Children in Muhammad's time

**A.** had to work from a young age.

**B.** went to school.

3. How did Muhammad’s life in Mecca differ from his life among the Bedouins? Page 114

The desert, where Muhammad lived with the Bedouins, was ( **busy** / **empty** ) where the city of Mecca was ( **busy** / **empty** ). People in the desert were all ( **poor** / **wealthy** ) where merchants in the city were ( **poor** / **wealthy** ).

## 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.

**First Person Words:** I, me, we, my, mine, our, ours

Every day \_\_\_\_\_ ( rode my camel / walked ) hundreds of miles through the  
who

( desert / woods ). During the day, \_\_\_\_\_ would ( freeze / sweat ) as I watched  
who

out for \_\_\_\_\_ who would attack \_\_\_\_\_ caravans. At night, \_\_\_\_\_  
what whose who

would ( freeze / sweat ) when \_\_\_\_\_ would take a turn watching out for \_\_\_\_\_,  
who what

\_\_\_\_\_, or \_\_\_\_\_ trying to steal \_\_\_\_\_ camels. It was very  
what what whose

( safe / dangerous ) traveling with \_\_\_\_\_ caravan.  
whose

## 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.

Is there a who? subject

Is there a did what? predicate

Example: Shivered in the cold night air.

predicate

\_\_\_\_ Complete sentence

X Sentence fragment

The men shivered in the cold night air.

subject predicate

1. The spitting camel

subject

\_\_\_\_ Complete sentence

\_\_\_\_ Sentence fragment

The spitting camel

2. The camel and the hyena were good friends

subject

predicate

\_\_\_\_ Complete sentence

\_\_\_\_ Sentence fragment

The camel and the hyena were good friends

3. Eleven camels outside the tent

subject

\_\_\_\_ Complete sentence

\_\_\_\_ Sentence fragment

Eleven camels outside the tent

4. The Bedouin boy chased the camel  
subject predicate

\_\_\_\_\_ Complete sentence

\_\_\_\_\_ Sentence fragment

## The Bedouin boy chased the camel

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

\_\_\_\_\_ Complete sentence

\_\_\_\_\_ Sentence fragment

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

6. All the camels marching through the desert

## Is there a who?

## Is there a did what?

\_\_\_\_\_ Complete sentence

\_\_\_\_\_ Sentence fragment

All the camels marching through the desert

- ## 7. The camel spat at the Bedouin boy

## Is there a who?

## Is there a did what?

\_\_\_\_\_ Complete sentence

\_\_\_\_\_ Sentence fragment

## The camel spat at the Bedouin boy

- ~~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)

The **nonliving** objects in the room, such as \_\_\_\_\_ and

\_\_\_\_\_, made the space feel cozy.

**Ideas:** pillows, lamps, chairs, blankets

2. I like to give gifts, but I don't like to **wrap** them. (unwrap)

I love to **unwrap**

**Ideas:** presents, candy bars,

3. Playing cards with Grandpa is a **pleasant** way to spend an afternoon. (unpleasant)

Cleaning up the \_\_\_\_\_ was an **unpleasant** way to spend the day.

**Ideas:** bathroom, park, trash

4. Water is **essential** to staying alive, but is sometimes hard to find in the desert. (nonessential)

When hiking, **nonessential** items, such as \_\_\_\_\_ and \_\_\_\_\_

must be left behind.

**Ideas:** hairdryers, candy, video games

# Morphology

## **en-: Prefix Meaning “to make”**

*Choose the correct word, and write it on the line 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
<b>Roman Empire</b>	<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>
<b>Byzantine Empire</b>	<p>P. 108 "In the _____, the Empire continued to 1,000 years under a different name: the _____ Empire."</p> <p>P. 109 "the Byzantines were always looking to _____ new territories and become more powerful and influential."</p> <p>"They waged _____ against rival empires."</p>
<b>Persian Empire</b>	<p>P. 109 "The _____ Empire had fought the _____ for hundreds of years."</p> <p>"The _____ Empire carried on the struggle."</p> <p>"_____ was one of the reasons they fought: both empires wanted to _____ the _____ from trading."</p>
<b>Arabia</b>	<p>P. 110 "Arabia was a very _____ place. As people traveled between the West and the East, some settled in _____. These included _____ and _____."</p> <p>"Life was _____ and dangerous in the arid Arabian climate, and without a regular supply of _____, families could not survive in one place."</p>

**Word Bank:**

religions taxes Byzantine water. Persian powerful Arabia war control Roman

**Notes for Paraphrasing**

Years ago the \_\_\_\_\_ Empire was \_\_\_\_\_ and huge.

The Roman Empire ( **did** / **did not** ) last forever.

The Eastern Roman Empire became the \_\_\_\_\_ Empire.

The Byzantine Empire wanted to ( **increase** / **decrease** ) in size and power.

They went to \_\_\_\_\_ against other empires.

The \_\_\_\_\_ Empire fought against the Romans and the Byzantines.

Both empires wanted \_\_\_\_\_ of the \_\_\_\_\_ from trading.

\_\_\_\_\_ was very diverse.

People of different \_\_\_\_\_ settled there.

Due to the harsh climate, \_\_\_\_\_ was hard to find.

## 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.  
P. 116                      mountains outside of Mecca

613: Muhammad started publicly \_\_\_\_\_ his message.  
P. 117                      Mecca

619: Muhammad's uncle and wife \_\_\_\_\_.  
P. 117                      Medina

622: The people of Yathrib invited Muhammad to be their \_\_\_\_\_.  
P. 118                      The city was renamed \_\_\_\_\_ for short.

630: Muhammed marched to \_\_\_\_\_ with 10,000 men. Mecca \_\_\_\_\_.  
P. 119                      Mecca

632: Muhammed went on a \_\_\_\_\_ and then \_\_\_\_\_.  
P. 122                      Mecca and Meina

Use activity page 15.



# 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. P. 112

3 \_\_\_\_\_ Muhammad was sent to live in the desert. P. 112

9 \_\_\_\_\_ Muhammad became a close advisor to his uncle. P. 115

5 \_\_\_\_\_ Muhammad returned to Mecca. P. 114

1 \_\_\_\_\_ Muhammad's father died. P. 112

\_\_\_\_\_ Muhammad worked for his uncle as a camel boy. P. 115

\_\_\_\_\_ Muhammad's mother died. P. 114

\_\_\_\_\_ Muhammad's grandfather died. P. 115

\_\_\_\_\_ Muhammad worked for the Bedouins. P. 113

## Writing

## Muhammad's Childhood Graphic Organizer

Subjects	Quotes from the Reader
<b>Birth and Infancy</b> P. 112	<p>"Muhammad's father _____ before he was born. In the sixth century in Arabia, your father's death mean you were legally an _____."</p> <p>"While still a baby, Muhammad was sent by his mother to be raised, as was traditional for infants in Mecca, in the _____ among the _____."</p>
<b>Life among the Bedouins</b> P. 113	<p>"Life for the Bedouins was _____ and dangerous. Finding enough _____ in the desert to survive was a constant struggle."</p> <p>"As a boy he would have tended to the _____, taking them to the well to drink and watching out for hyenas and other predators."</p>
<b>Return to Mecca</b> P. 114  P. 115	<p>"At five, Muhammad was taken from his Bedouin foster family, the only family he had ever known, and _____ to Mecca and his _____."</p> <p>"Just a year after Muhammed returned to Mecca his mother _____. He then lived with his elderly _____, the head of the tribe, until he also _____, just two years later."</p>

Paraphrased Notes	Full-sentence Paraphrases (Detail Sentences)
-father _____ -legally became an _____ _sent to the _____ -lived with the _____	Muhammad's father _____ before he was born which made him an _____. His mother sent him to the _____ to live with the _____ when he was a baby.
-life for the Bedouins was _____ - _____ was hard to find -Muhammad cared for the _____	Muhammed lived with the Bedouins where it was _____. It was difficult to find _____ in the desert to survive. Muhammed had to work taking care of the _____.
-sent back to _____ to live with his _____ at 5 years old -his mother _____ and then his grandfather also _____ just a few years after his return to Mecca	At five, Muhammed was sent back to live in _____ with his _____. Shortly after, his _____ and _____ died.



## Chapter 12

# The Caliphate

### THE BIG QUESTION

How did people in the remote region of Arabia defeat two mighty empires?

## The First Caliph: Abu Bakr

Muhammad died 20 years after he began preaching his message. Many of his “Community of Believers” had only recently converted, and their loyalty was not always strong. It was not clear if Islam would survive.

There needed to be a successor to Muhammad, and fast. The important people of Medina, which remained the most central city after Muhammad’s death, met in private. When they emerged, they announced that Abu Bakr would be the caliph, or successor (meaning Muhammad’s successor).

Muhammad had many children, all of whom died during his lifetime, except for Fatimah (wife of Ali). He also had a large extended family.

After the death of his first wife, Khadijah, he had married again



Abu Bakr and the Muslims



An Islamic sword

several times. Abu Bakr was Muhammad's father-in-law by his wife Aisha (we will hear more of Aisha later). He was also one of Muhammad's closest friends and known to be a wise and strong man.

Abu Bakr had an immediate, and difficult, task. Many tried to leave Islam after Muhammad's death, or stop paying taxes to the new Muslim leaders. Abu Bakr fought many battles with people who wished to secede.

Abu Bakr was successful for two reasons. First, he was a great military leader. Second, he was a great preacher himself. The story was that he had convinced six of his friends to become Muslims within one hour after he himself had converted.

Abu Bakr turned his former enemies into committed Muslims. Eager to follow his lead, they became part of a **formidable** military force. He continued the **campaign** that Muhammad had begun, and within two years of Muhammad's death the Muslims ruled the entire Arabian **Peninsula** and had started campaigns to conquer Syria and Iraq.

Arabia became truly united. It had always been a mix of Bedouin tribes, towns, and small countries, often ignored or **exploited** by the Byzantine and Persian Empires. Now it was a power in its own right.

### The Second Caliph: Umar

Abu Bakr died just two years after becoming the first caliph. On his deathbed, he **nominated** his successor: Umar, a close colleague of Muhammad's, and his father-in-law's as well (Muhammad had married Umar's daughter, Hafsa).

### The Story of Umar's Conversion to Islam

Umar had an interesting past. He had been an enemy of Muhammad's before converting to Islam. Umar was a well-traveled and literate man born to a powerful family in Mecca. He had a reputation for being hard and sometimes cruel. At first, he hated Muhammad's message and was one of the worst persecutors of the early Muslims.

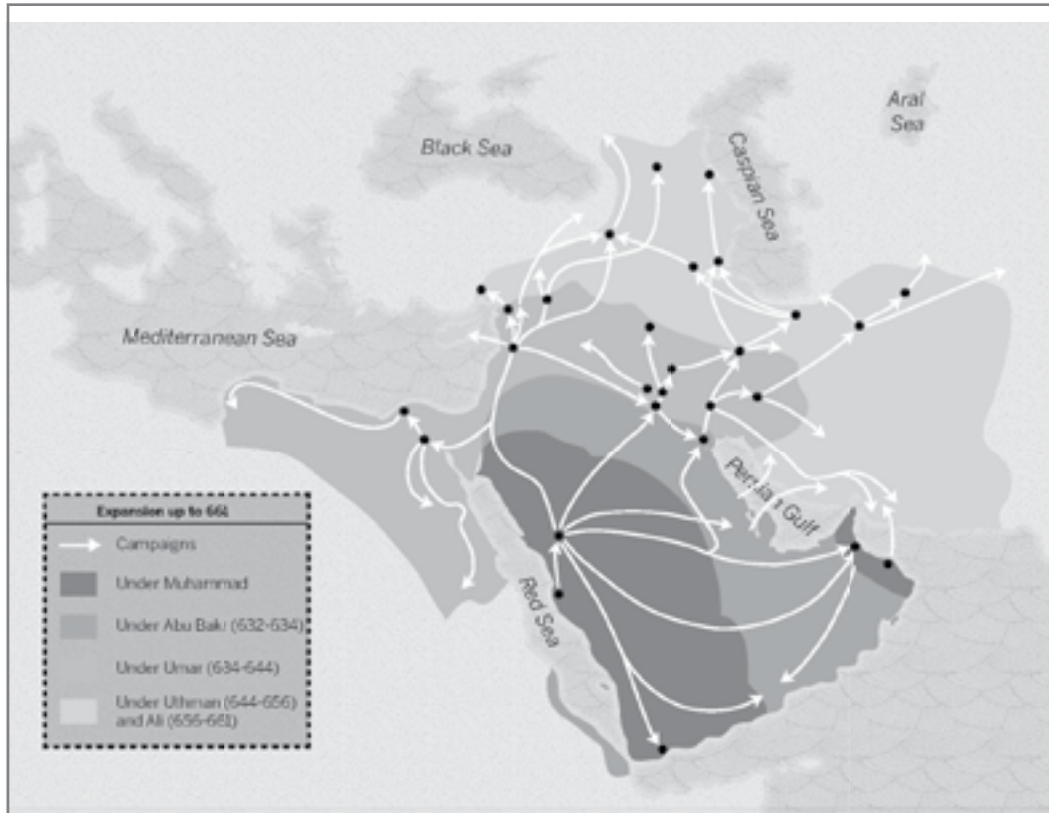
The legend is that in 616 CE, three years after Muhammad began converting people in Mecca, Umar decided to have him assassinated.

Striding toward Muhammad's house, he met a passerby who told him that Umar's own sister, Fatimah, had converted to Islam. Furious, Umar changed direction and rushed to Fatimah's house. He burst in, and his sister hurriedly hid the papers she had been reading. He shouted at her and demanded to see what she was reading.

Angry herself, Fatimah told him it was the Qur'an, and that he was too impure to touch it. He grabbed the Qur'an and began to read.

Immediately, he started weeping, and converted to Islam on the spot. He became one of Muhammad's closest allies.

Umar was a political genius. He established one of the greatest empires in history, winning battles and expanding that empire at an even faster rate than Muhammad and Abu Bakr had. He also put structures in place to keep the empire strong.



A map of the Islamic Expansion up to 661

He appointed regional governors to the places he conquered and required them to live in a humble way. Their doors had to remain open to the people. Umar himself is believed to have led a very simple life. He lived in a small home and wore inexpensive clothes. If he felt officials were **flaunting** their wealth, he had them **dismissed**. He created a special department that would investigate complaints about state officials. If they were found guilty, they could be **flogged**.

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. Non-Muslims also had to pay a tax. Umar used these taxes, among other things, to help the unemployed and the

elderly, just as many governments today use taxes to support people in need.

Umar was not only a political genius but a military one. In his 10 years as caliph he fought many wars. With his greatest generals, Abu Ubayda and Khalid, he **devastated the great Byzantine and Persian Empires**. In 636 and 637, two decisive battles were fought that led to the Muslims conquering huge portions of Byzantine territory and breaking the Persian Empire completely.

By his death in 644, just 12 years after Muhammad's own death, Umar had captured much of the Persian Empire. He had moved through Syria and into Egypt. He had taken the great cities of Damascus and Jerusalem from the Byzantines.

### Politics, not Religion

**The Muslims conquered many lands, but they did not force Jews and Christians to convert.** They recognized the common roots of Christianity, Judaism, and Islam. Some Christians and Jews were attracted to Muhammad's message and did choose to convert, but this happened over a long time.

**Christians and Jews did pay higher taxes than poor Muslims, but less than under the Persians or Byzantines.** In general, they were treated better in the first Islamic empires than they had been under earlier empires and often preferred living in Islamic lands.





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.

## 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 themselves (or their 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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

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

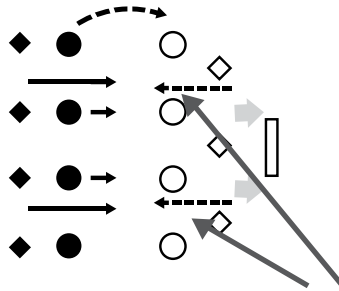


## Reading

## Annotate the Diagram

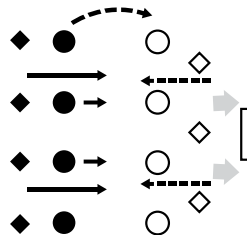
Annotate the diagram in your activity book that applies to the day you have been assigned. Take each sentence in the text that describes an “action,” and copy it underneath the diagram. Then draw a line from the sentence to the arrow or symbol on the diagram that represents it.

An example is below:



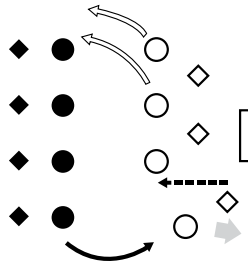
*"Their fury forced their husbands back into the battle."*

Day 2  
P. 133



"Vahan launched a major attack, with cavalry and infantry striking hard at the center of the Muslim forces."

Day 3  
P. 135



"Abu Ubayda ordered Khalid to sneak round and attack Vahan's own left side."

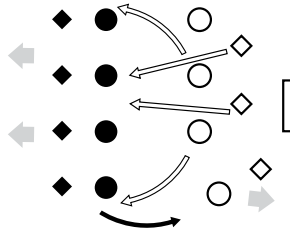
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Day 4  
P. 136

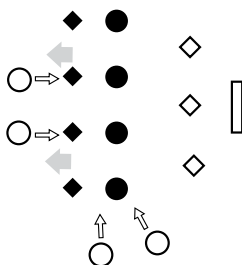


"The Muslims' mobile guards attacked the flanks of the Byzantine army while the calvary attacked the front."

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Day 6  
P. 138

"Vahan knew he was beaten and ordered a retreat. The Byzantine's fled, only to find troops blocking them."

# 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:

I like to eat

---

**Ideas:** pizza, ice cream, carrots

---

Interrogative Sentence:

Do you like to eat

---

**Ideas:** pizza, ice cream, carrots

---

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Imperative Sentence:

Put away your

---

---

**Ideas:** shoes, clothes, supplies

---

Exclamatory Sentence:

Watch out for that

---

---

**Ideas:** shark, turtle, bear

---

# Morphology

## Root Word: *graph*

### Vocabulary Words

1. **autobiography**, *n.* a nonfiction book someone writes about their 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 graphite or choreography for the school musical.
2. Paragraph or graphite has replaced lead as the core of most pencils.
3. The calligraphy or cartographer 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 paragraph or bibliography.
5. Fatima admired the beautiful choreography or calligraphy 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 autobiography or telegraph.
7. Cecelia listed eight books in the bibliography or cartographer of her report on the animals of Arabia.
8. Until the townspeople had telephones installed, their messages were sent by Old Clem over a autobiography or telegraph.



**Word Bank Ideas:**

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

She used a \_\_\_\_\_ to capture a **photograph** of a \_\_\_\_\_.

**Ideas:** flower, cat, woman

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

He asked the famous \_\_\_\_\_ for an **autograph** on his \_\_\_\_\_.

**Ideas:** singer, baseball/football player, actress

**Ideas:** shirt, arm, baseball/football



# 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 \_\_\_\_\_  
col\*apse
2. diverse \_\_\_\_\_  
di\*verse
3. hyena \_\_\_\_\_  
hy\*e\*na
4. integrity \_\_\_\_\_  
in\*te\*gri\*ty
5. illiterate \_\_\_\_\_  
il\*lit\*er\*ate
6. conquest \_\_\_\_\_  
con\*quest
7. governor \_\_\_\_\_  
gov\*er\*nor
8. guilty \_\_\_\_\_  
guil\*ty
9. humiliate \_\_\_\_\_  
hu\*mil\*i\*ate
10. fray \_\_\_\_\_  
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
<b>collapse</b>	<i>v.</i> to break down or crumble
<b>diverse</b>	<i>adj.</i> having different kinds
<b>hyena</b>	<i>n.</i> a dog-like carnivore with large teeth
<b>integrity</b>	<i>n.</i> honesty
<b>illiterate</b>	<i>adj.</i> unable to read or write
<b>conquest</b>	<i>n.</i> a gain through the use of force
<b>governor</b>	<i>n.</i> a person in charge of a state or territory
<b>guilty</b>	<i>adj.</i> having committed a crime or offense
<b>humiliate</b>	<i>v.</i> to embarrass or cause someone to lose dignity
<b>fray</b>	<i>n.</i> a battle

# Spelling

## Spelling Words and Sentence Types

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

Don't forget to put the correct punctuation.

1. Word: *humiliate*

Sentence type: interrogative

Did you **humiliate** me by \_\_\_\_\_

**Ideas:** telling my secrets, yelling my name, talking to my friends \_\_\_\_\_

2. Word: *guilty*

Sentence type: interrogative

Did she confess that she is **guilty** of \_\_\_\_\_

**Ideas:** eating the last piece, skipping class, lying to her parents \_\_\_\_\_

3. Word: *governor*

Sentence type: declarative

I wish \_\_\_\_\_ was the **governor** of my state \_\_\_\_\_

**Ideas:** Elon Musk, Beyonce, Rihanna \_\_\_\_\_

4. Word: *conquest*

Sentence type: exclamatory

The ( **win / loss** ) was an amazing **conquest**

---

5. Word: *illiterate*

Sentence type: declarative

Many people in the Middle Ages ( **could / could not** ) read; they were **illiterate**

---

6. Word: *integrity*

Sentence type: declarative

( **Lying / Telling the truth** ) even when nobody cares shows that you value

---

**integrity**

---

7. Word: *hyena*

Sentence type: exclamatory

The **hyena** is about to \_\_\_\_\_

---

**Ideas:** attack, bite, cuddle

---

8. Word: *diverse*

Sentence type: declarative

The United States is **diverse** because it is made up of ( **one** / **many** ) races

---

9. Word: *collapse*

Sentence type: exclamatory

The \_\_\_\_\_ is about to **collapse**

---

**Ideas:** bridge, tree, house

---

10. Word: *fray*

Sentence type: imperative **Circle the imperative sentence.**

**A.** Get ready to march into the **fray**

---

**B.** The **fray** resulted in a win for the Muslims

---

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## Lesson 19 Vocabulary from the Reader

1. **caliph**, *n.* an Islamic spiritual and religious leader claiming succession from Muhammad
2. **formidable**, *adj.* powerful
3. **campaign**, *n.* multiple military actions
4. **peninsula**, *n.* an area of land surrounded by water on three sides
5. **exploited**, *v.* used selfishly
6. **nominated**, *v.* appointed
7. **assassinated**, *v.* killed on purpose
8. **flaunting**, *v.* showing off
9. **dismissed**, *v.* fired, as from a job
10. **flogged**, *v.* whipped
11. **devastated**, *v.* caused great destruction to
12. **savvy**, *adj.* knowledgeable and clever
13. **unbearable**, *adj.* unable to be tolerated
14. **infantrymen**, *n.* soldiers who fight on foot
15. **cavalry**, *n.* soldiers riding horses



16. **crude**, *adj.* impolite
17. **jostling**, *v.* bumping and pushing in a rough way
18. **arrogance**, *n.* showing extreme pride or self-importance
19. **long-swords**, *n.* types of swords designed for two-handed use
20. **duels**, *n.* combat between two people that is planned in advance
21. **suppressed**, *v.* kept a feeling inside
22. **twinge**, *n.* a sudden, sharp feeling or emotion
23. **ploy**, *n.* a maneuver designed to fool an enemy
24. **overwhelmed**, *v.* felt unable to handle a situation
25. **thwarted**, *v.* prevented from accomplishing something
26. **retired**, *v.* went to bed
27. **fray**, *n.* battle
28. **havoc**, *n.* confusion
29. **blow**, *n.* a sudden attack
30. **outwitted**, *v.* outsmarted
31. **three-pronged**, *adj.* three-part
32. **maneuver**, *n.* a planned movement of troops

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- 33. **self-loathing**, *n.* a feeling of disgust about oneself
- 34. **courier**, *n.* messenger
- 35. **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 P. 139	Abu Bakr P.125	Ali P. 143	Umar P. 126	Muawiyah P. 145	Hasan P. 144
------------------	-------------------	---------------	----------------	--------------------	-----------------

Muhammad

1. \_\_\_\_\_

2. \_\_\_\_\_

3. Uthman \_\_\_\_\_

4. \_\_\_\_\_

5. Hasan \_\_\_\_\_

6. \_\_\_\_\_

2. Identify the caliph described in the following clues.

A. He was criticized for failing to punish his predecessor's assassins. P. 143

caliph: A \_\_\_\_\_

B. He united the entire Arabian Peninsula for the first time. P. 126

caliph: A \_\_\_\_\_

C. He was the only one of the first six caliphs to retire. P. 144

caliph: \_\_\_\_\_

D. He founded the Umayyad dynasty. P. 145

caliph: \_\_\_\_\_

E. He was caliph during the Battle of Yarmouk. P. 130

caliph: U \_\_\_\_\_

F. Under his rule, the final, “official” version of the Qur’an was codified. P. 140

caliph: U \_\_\_\_\_

## Reading

### Reading Reflection

1. Who led the opposing sides at the start of the Muslim civil war? P. 143

A. Ali and Umar

---

B. Muawiya and Hasan

---

C. Ali and Muawiya

---

2. What were the two sides fighting over? P. 143

A. What land to conquer next

---

B. Who should rule after Uthman as caliph

---

C. Who assassinated Uthman

---

---

---

3. Why was the Islamic civil war more traumatic for Muslims than the wars against the Byzantine Empire? P. 143

For the first time, Muslims ( **were / were not** ) fighting against one another

---

after having fought on ( **different / the same** ) sides.

---

---

---

# 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: \_\_\_\_\_  
looks like: size, hair color, age, clothing, moves

Protagonist's personality trait: \_\_\_\_\_  
brave, adventurous, shy, helpful, giving

3. What is the protagonist's want in one of your favorite books?

The protagonist wants \_\_\_\_\_

---

---

---

---

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

---

---

---

---

**Ideas:** someone is allergic, dogs are not allowed, too expensive

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

---

---

---

---

**Ideas:** get a hypoallergenic dog, talk to the landlord, gets a job/finds a dog needing a home

# Writing

## Details for My Story

Subject	Detail
<b>Water</b>  P. 113	<i>Finding enough water in the desert to survive was a struggle.</i>
<b>Food</b>  P. 113	There ( <b>was / was not</b> ) enough crops and cattle to feed everyone.
<b>Work</b>  P. 113	<i>Children tended to the camels.</i>
<b>Dangers</b>  P. 113	They had to watch out for _____ and other predators.
<b>Temperature</b>  P. 113	During the day, it was ( <b>scorching hot / freezing cold</b> ).  At night, it was ( <b>scorching hot / freezing cold</b> ).
<b>Nighttime</b>	<i>Men recited long poems about battles and adventures.</i>



# Writing

## Historical Fiction Story Organizer

Story Element	Your Story
<b>Setting</b>	<i>The Arabian desert in the year 560.</i>
<b>Protagonist</b>	<b>Name:</b>  <b>Age:</b>  <b>Looks Like (physical traits):</b>  <b>Acts Like (personality traits):</b>
<b>Protagonist's Want</b>	_____ wants to
<b>Obstacle</b> Why can't the character get what he/she wants?	
<b>Resolution</b> How did the character solve their problem?	

## 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? P. 146

The Shia believe that **A. Ali and his family** were the true successors of Muhammad.

**B. Abu Bakr, Umar, Uthman and the Umayyads**

2. Whom do the Sunni believe should have been caliph after the civil war? P. 146

The Sunni believe that **A. Ali and his family** were the true successors of Muhammad.

**B. Abu Bakr, Umar, Uthman and the Umayyads**

3. What is Shia short for? P. 146

Shia is short for Shi' at \_\_\_\_\_, or the \_\_\_\_\_ of Ali.

4. Why was the Umayyad dynasty unusual? P. 145

The Umayyad dynasty was unusual because the sons of the first caliphs

( **had / had not** ) succeeded them.

5. Where in the world during the Middle Ages were family dynasties common? P. 145

**A. Mecca and Medina**

---

**B. Medieval Europe**

---

6. What did the Umayyad Caliphate contribute to the empire? P. 149  
**Circle 2.**

The Umayyad Caliphate    **A. kept the capital of the Islamic empire in Medina**

---

**B. the empire's language to Arabic**

**C. built roads and architectural masterpieces**

---

**D. kept using Greek, Latin, and Persian languages**

---

## Reading

### More Reading Reflection

1. What was unusual about Muawiyah's appointment of his successor as caliph? P. 145

Muawiyah appointed his \_\_\_\_\_, Yazid, as caliph. This was unusual because  
the sons of the first caliphs ( **had** / **had not** ) succeeded them.

2. What event from the year 680 do Shiite Muslims still mourn, or remember sadly, to this day? P. 146

Shiite Muslims still mourn the anniversary of Yazid's army killing \_\_\_\_\_  
and his entire family.

3. Why did the expansion of the Islamic empire stop during the early days of the Umayyad dynasty? P. 147

The expansion of Islam had slowed almost to a halt because the Muslims had been  
too busy \_\_\_\_\_ one another to \_\_\_\_\_ new territory.

# 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*    departed, walked, traveled, ran, hopped, fled, zoomed

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### C. Unique Voices

Everyone has their 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:

A. "Get me my tea right now!"

---

B. "I would like an order of tea, please."

---

---

---

2. A shy Bedouin child who is in a big city for the first time:

A. "I'll take a large tea with a dash of honey."

---

B. "Umm, could I get, um, some tea in uh... What sizes do you have?"

---

---

---

3. A busy caravan leader who is running late:

A. "I need a small tea right away please and thank you."

---

B. "Good morning! How are you today? I will take a small tea please."

---

---

---





## 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.  
**Don't forget punctuation!**

Example:

Sentence Type: declarative

Word: *spinach*

*The spinach will be on sale tomorrow.*

1. Sentence Type: declarative

Word: *pony*

The **pony** \_\_\_\_\_ around the barn

**Ideas:** galloped, sprinted, walked

2. Sentence Type: interrogative

Word: *lighthouse*

Can we \_\_\_\_\_ the **lighthouse**

**Ideas:** see, climb, touch

3. Sentence Type: imperative

Word: *burn*

Watch out for the \_\_\_\_\_ It will **burn**.

**Ideas:** stove, fire, candle

4. Sentence Type: exclamatory

Word: *mosquito*

The **mosquito** \_\_\_\_\_ me

**Ideas:** bit, landed on, got

5. Sentence Type: imperative **Pick the correct sentence and add the punctuation.**

Word: *mosquito*

**A.** Get the mosquito away from me

**B.** Shelly got the mosquito away from me

6. Sentence Type: exclamatory

Word: *fog*

The **fog** is

**Ideas:** blinding, thick, heavy

7. Sentence Type: declarative **Pick the correct sentence and add the punctuation.**

Word: *illiterate*

**A.** Because people were **illiterate**, they memorized poetry

**B.** Were the people **illiterate** or could they read

8. Sentence Type: interrogative **Pick the correct sentence and add the punctuation.**

Word: *olive*

**A.** My **olive** is gone

**B.** Who ate my **olive**

9. Sentence Type: declarative

Word: *bear*

A. Watch out for the **bear**

---

B. A **bear** hibernates in the winter

---

10. Sentence Type: exclamatory

Word: *scorching*

A. The sun is **scorching**

---

B. The **scorching** fire blazed in the fire ring

---

**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. **Word Bank:** written

1. Word: *biography*

A **biography** is a \_\_\_\_\_ story about someone's life.

---

2. Word: *paragraph*

A **paragraph** is three to five sentences \_\_\_\_\_ about one topic.

---

3. Word: *bibliography*

A **bibliography** is a \_\_\_\_\_ list of books used to help someone write  
about a topic.

---

4. Word: *graphic*

A **graphic** is visual art that is \_\_\_\_\_ by drawing, engraving, or lettering.

---

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 them 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~~

Because of his interest in maps, he decided to write a report on \_\_\_\_\_.

The word that best completes my partner's sentence is: \_\_\_\_\_.

6. Word choices: *graph*, *choreography*, ~~autograph~~, *calligraphy*

She wrote with beautiful penmanship using her best \_\_\_\_\_.

The word that best completes my partner's sentence is: \_\_\_\_\_.

7. Word choices: ~~biography~~, bibliography, cartography, phonograph

After my research paper, I included a \_\_\_\_\_ to show where I got  
the information I used in my paper.

The word that best completes my partner's sentence is: \_\_\_\_\_.

8. Word choices: photography, ~~telegraph~~, graphite, autobiography

If I wrote a true story about my life, it would be an \_\_\_\_\_.

The word that best completes my partner'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> :    | <del>verb</del> | noun            | adjective            |
| 2. <i>diverse</i> :   | verb            | <del>noun</del> | adjective            |
| 3. <i>integrity</i> : | verb            | noun            | <del>adjective</del> |
| 4. <i>conquest</i> :  | <del>verb</del> | 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*

If I stack \_\_\_\_\_ too high, it might **collapse**.

**Ideas:** blocks, books, chairs

6. Word: *governor*

I have to go \_\_\_\_\_ for the new **governor**.

**Ideas:** vote, listen to, campaign

7. Word: *humiliate*

If I \_\_\_\_\_, it might **humiliate** me.

**Ideas:** burp, toot, sneeze

8. Word: *illiterate*

A person who is **illiterate** ( **can** / **cannot** ) read.

---

---

9. Word: *hyena* and *fray*

At night, we got into a \_\_\_\_\_ with a \_\_\_\_\_.

---

---

## 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

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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

**Word Bank:** pilgrimages

Christian Edessa massacring

## Reading Reflection

1. According to what you read, how did the Christian army of the First Crusade treat the inhabitants of Jerusalem? P. 172

The Crusaders swept into Jerusalem, \_\_\_\_\_ some of the inhabitants.

---

2. What action by the Seljuks was one cause of the Crusades? P. 171

The Seljuks did not welcome, or allow, the Christian \_\_\_\_\_.

---

3. Who were the "Sultan's enemies" (page 172), according to the Jewish man's letter?

The "Sultan's enemies" were the \_\_\_\_\_ crusaders.

---

4. The fall of what city into Muslim hands prompted the Second Crusade? P. 173

The fall of \_\_\_\_\_ prompted a 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

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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:** \_\_\_\_\_

**Ideas:** Never give up, Be happy with what you have, Be kind, Be honest, Be helpful, Work hard/ Don't be Lazy, Don't Lie/Cheat

B. **Animal Characters** (each fable should have at least two)

**Animal 1:** \_\_\_\_\_

**Personification:** \_\_\_\_\_

**Personification:** when a human trait is given to an animal **Positive Trait Ideas:** friendly, hard-working, helpful, brave, generous, honest

**Negative Trait Ideas:** sloppy, selfish, boastful, bossy, lazy, greedy, sneaky

**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** Possible Morals: Never give up, Be happy with what you have, Be kind, Be honest, Be helpful,  
Work hard/ Don't be Lazy, Don't Lie/Cheat

## 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: *chill* \_\_\_\_\_

The \_\_\_\_\_ felt \_\_\_\_\_ on my hands.

**Ideas:** popsicle, ice, snow

2. Word: *smell*

Adjective: *smell* \_\_\_\_\_

The \_\_\_\_\_ is/are \_\_\_\_\_.

**Ideas:** trash, shoes, socks

3. Word: *juice*

Adjective: *juice* \_\_\_\_\_

The \_\_\_\_\_ is \_\_\_\_\_.

**Ideas:** watermelon, apple, fruit

4. Word: *dirt*Adjective: dirt

My \_\_\_\_\_ were/was very \_\_\_\_\_.

**Ideas:** clothes, shoes, room5. Word: *shine*Adjective: shin

The \_\_\_\_\_ is \_\_\_\_\_.

**Ideas:** ring, paint, window6. Word: *rain*Adjective: rain

It is \_\_\_\_\_ so we can't \_\_\_\_\_.

**Ideas:** play outside, ride our bikes, walk to school7. Word: *curl*Adjective: curl

The \_\_\_\_\_ has (a) \_\_\_\_\_.

**Ideas 1:** girl, pig, sheep**Ideas 2:** tail, hair, fur

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



8. After studying all weekend, she was **unpleasant / 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. Fans of the famous football player asked him for his **calligraphy / autograph** .

10. The author wrote a **patriarch / biography** about the life of Walt Disney.

11. Cleaning up the ditches along the road was **pleasant / unpleasant** .

12. The **graphite / paragraph** in a pencil is what allows it to make marks on the paper.



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

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

**Two Great Doctors of the Islamic Classical Age**

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

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

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

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

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

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

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

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

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

This teaches us that \_\_\_\_\_

**A.** the empire was very small

**B.** the men enjoyed traveling

**C.** the empire was very large

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

	<b>Albucasis</b>	<b>Ibn Sina</b>
2. Born where?	<b>Co`doba Central Asia</b>	<b>Co`doba Central Asia</b>
3. Most famous book?	<b>The Canon of Medicine On Surgery and Instruments</b>	<b>The Canon of Medicine On Surgery and Instruments</b>
4. An important contribution?	<b>invented surgical instruments advised about how to set broken bones</b>	<b>invented surgical instruments advised about how to set broken bones</b>

5. What opinion regarding medical treatment for the poor was shared by both Albucasis and Ibn Sina?
- A.** Both believed that they could provide the best medical care.
- B.** 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

1 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.

2 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.

3 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?

4 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.

5 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.

6 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.

The soldiers of the Muslim army were ( **trained soldiers** / **simple tribesmen** )

who were ( **inexperienced** / **experienced** ).

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

The soldiers of the Byzantine army were ( **trained soldiers** / **simple tribesmen** )

who were ( **inexperienced** / **experienced** ).

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

The Byzantine army was ( **smaller** / **larger** ) and more ( **experienced** / **inexperienced** )  
than the Muslim army.

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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.” **Circle the Empire that answers the question.**

**Part A:** What empire was falling?

the Byzantine Empire   or   the Islamic Empire

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**Part B:** What empire was on the rise?

the Byzantine Empire   or   the Islamic Empire

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# Grammar

**Noun:** names a person, place, or thing**Adjective:** describes a noun

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.

new describes \_\_\_\_\_ grand describes \_\_\_\_\_ rich and poor describe \_\_\_\_\_

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

14. verb: marched adverb: slowly

The Byzantine army \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

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

15. King Richard the Lionheart led the crusaders his goal was to recapture Jerusalem.  
 \_\_\_\_\_ Subject \_\_\_\_\_ Predicate \_\_\_\_\_ Subject \_\_\_\_\_ Predicate \_\_\_\_\_

King Richard the Lionheart led the crusaders \_\_\_\_\_ 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.    studied is a **subject** / **predicate** so...

The sentence is missing a: subject / predicate  
(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

**Synonym:** similar meaning**Antonym:** opposite meaning

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

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

**unusual** means \_\_\_\_\_ usual

**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.

The \_\_\_\_\_ was **unpleasant**.

**Ideas:** birthday cake, smelly trash, ice cream cone, chore

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

My mom sent me a reminder because she wanted to **ensure** that \_\_\_\_\_

**Ideas:** I forget my lunch money, I remember to bring my lunch

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

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