

Language Studio

Activity Book

Grade 4

Volume 1

Grade 4

Language Studio 1–2

Volume 1

Activity Book



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Language Studio 1

Personal Narratives





NAME: _____

DATE: _____

1.1

ACTIVITY PAGE

LANGUAGE STUDIO 1: PERSONAL NARRATIVES**A Good Lie**

Laurel Snyder is a poet and writer. She has written five novels for children, six picture books, and two collections of poetry.

Lying is generally a bad idea. Most lies are sneaky and selfish, and some lies are even **illegal**. Maybe you know this because you've been lied to, and it hurt your feelings. Maybe you know this because your parents have grounded you or yelled at you or **confiscated** your favorite video game when you've lied in the past. If that is the case, I really hope you learned your lesson! Yes, lying is a terrible idea *most* of the time. However, some lies are gifts. Some lies are made out of kindness. I was once the **beneficiary** of a very special lie, and it changed my life.

I was eight, and I had a new best friend. We'll call her Lily. Lily was having a slumber party at her house, and because I was her brand-new very best friend, she and I were supposed to share the plaid pullout sofa, while all the other girls slept on the floor around us in their sleeping bags. I felt extremely special.

It was a great party! Because it was almost Halloween, we told ghost stories in the dark, with flashlights. We ate candy and popcorn as we watched a spooky movie. At last, we fell asleep. Then, in the middle of the night I woke up, paralyzed with shame and fear. Horror of horrors—I had wet the bed!

What would you have done in my shoes? At first I simply lay there in the darkness, with my cold pee drying sticky on my legs. I listened to all the other girls snoring and breathing, and worried about what would happen when Lily woke up. Would she stop

being my best friend? Would she tease me? Would she have her mom call my mom and send me home right away? Surely all the other girls would laugh. Probably I would never be invited to another slumber party for the rest of my life.

It was awful, lying there, frozen in the bed. But finally my nightgown was soaked all the way through, and I couldn't stand the waiting anymore. I tapped Lily on the shoulder. "Lily?" I whispered in the darkness. "I peed. I peed myself I'm sorry." I thought I might cry.

Lily just stared at me. "Oh," she said. She was quiet for a minute. She looked like she was thinking things over. I waited, terrified. But that was when Lily told her wonderful lie, the amazing lie that would change my life and make me love Lily until the day I die. "You know what?" she said. "Me too! I peed myself too." Then she smiled.

"What?" I asked. I was so confused. I was certain she had *not* peed in the bed. Her side was dry. I knew it was dry because I'd sort of been trying to creep over onto it, to get out of my own wet spot. "What do you mean?"

Lily nodded her head. "Yes," she insisted. "I did! I peed in the bed too. I'll go get my mom. She'll take care of the mess."





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1.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Then Lily got out of bed and walked up the stairs. I followed her, and watched as she woke up her parents and told them we had both peed in the sofa bed. They seemed surprised, but they didn't get mad. Lily's mom found us both clean pajamas, and then came down to the basement with us, to change the sheets.

Some of the other girls woke up, but incredibly, nobody laughed at us. Not even Sandy, the meanest girl in our class. "I peed the bed," said Lily with a laugh. She made a silly face, and everyone laughed along with her. Lily didn't act like peeing in the bed was a big deal, so nobody else acted like it was a big deal. Everyone went back to sleep, and nobody even mentioned it in the morning. We all just ate yummy pancakes and went home with our goodie bags.

Now, I ask you—was Lily's lie a bad thing? A sin? I certainly don't think so. I think it was a gift. It changed me and made me a better person. From that day forward, I tried really hard to be a better friend. I tried to be kinder and more generous. I tried not to laugh at people so much. I tried to grow.

Lily had shown a kind of strength I'd never seen before in another kid, and I wanted to be like her. Though I must confess, there was one thing I couldn't fix about myself—sometimes I still peed in my bed. But that was all right because I had Lily, who knew the worst and was willing to be my best friend anyway.

(And still is, to this day!)





LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Sequencing Events

Directions: Read the story “A Good Lie.” Fill in events from the story in the graphic organizer.

Beginning:	<div></div> <div></div> <div></div> <div></div>
Middle:	<div></div> <div></div> <div></div> <div></div>
End:	<div></div> <div></div> <div></div> <div></div>



NAME: _____

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2.1

ACTIVITY PAGE

LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Brainstorming Personal Events

Directions: Use the questions and sentences frames below to brainstorm events.

Question: What happened in the beginning of your story?

Answer: In the beginning, I was _____

Question: What was your reaction to the event?

Answer: I felt _____ and _____

Question: What part of your story do you like the most?

Answer: I like _____ the most, because _____

Question: Who are the characters in your story?

Answer: The characters are _____

Question: How does your story end?

Answer: In the end, I _____



NAME: _____

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3.1

ACTIVITY PAGE

LANGUAGE STUDIO 1: PERSONAL NARRATIVES

The Great Accordion Concert

After Peg regains movement, she is transferred to Sheltering Arms, a rehabilitation hospital. There she lives with a group of other girls her age who are also recovering from polio. Peg begins to use a wheelchair and works hard in physical and occupational therapy to get stronger so that she can walk and move easily again. Her parents come to visit every week and she and her roommates have fun together, even as they face the challenges of polio.

Although I had not yet mastered the fine art of moving the pile of marbles from spot to spot with my toes, I received a new challenge in O.T. I was going to learn to play the accordion.

Certain muscles of the arms and hands are used when pushing an accordion in and out, and it happened that I needed help with those particular muscles. The Sheltering Arms owned an accordion, and Miss Ballard knew I'd had two years of piano lessons. She said the accordion was the perfect exercise for me.

From my very first attempt, I hated the accordion. It was heavy and awkward, and pushing it in and out made my arms ache. The trick of playing a **melody** on the keyboard with one hand, pushing the proper chord buttons with the other hand, and at the same time pushing and pulling on the accordion itself was completely beyond me.

"It would be easier if you asked me to juggle and tap dance at the same time," I said.

"You just need practice," Miss Ballard replied. "Try a little longer."

I did try however, even when I got the correct right-hand note with the proper left-hand chord and pushed air through the bellows at the same time, I didn't care for the sound. I had never liked accordion music, and my efforts during O.T. did nothing to change my mind.

When my parents heard about the accordion, Mother said, “What fun! You’ve always loved your piano lessons.”

“That’s different,” I said. “I like the way a piano sounds.”

“You already know how to read music,” Dad pointed out. “You will master that accordion in no time.”

I insisted I would never be **adept** on the accordion, and Dad kept saying it would be a breeze.

I finally said, “Why don’t *you* play it, if you think it’s so easy?”

“All right. I will,” said Dad, and off he went to the O.T. room to borrow the accordion.

He came back with the shoulder straps in place and an eager look on his face. My dad played piano by ear, so he didn’t need sheet music. Even so, the sounds he produced could only be called squawks and squeaks.



He pushed and pulled. He punched the buttons. He grew red in the face. Beads of perspiration popped out on his bald spot. Something vaguely resembling the first few notes of “Beer Barrel Polka” emerged from the accordion, but they were accompanied by assorted other sounds, none of which could be called musical.

We girls covered our ears, made faces, and booed. We pointed our thumbs down. Mother laughed until tears ran down her cheeks.

Finally, Dad admitted defeat. Temporary defeat.

“I’ll try again next week,” he said. “Meanwhile, I want you to keep practicing.”

“It will sound just as terrible next week,” I said, but I agreed to work on my accordion technique awhile longer.



NAME: _____

DATE: _____

3.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 1: PERSONAL NARRATIVES

The following Sunday, we could hardly wait to tease Dad about his musical fiasco.

“When do we get the accordion concert?” Renée asked the minute my parents arrived.

“Wait!” exclaimed Alice. “I want to put in my earplugs.”

We teased until Dad reluctantly agreed to try it again.

We snickered and tee-heed as he brought the O.T. accordion into the room. He sat on a chair and carefully adjusted the straps.

“Quit stalling,” I said.

“What’s the rush?” said Renée as she put her fingers in her ears.

Dad began to play. Instead of squeaks and squawks, he played “Beer Barrel Polka” **flawlessly**, from start to finish.

Our jaws dropped. We **gazed** at him and at each other in astonishment. When he finished the song, our questions exploded like a string of firecrackers. “How did you learn to play?” “Who taught you?” “Where did you get an accordion?” He simply smiled, while Mother applauded.

Then they told us the whole story. He had rented an accordion from a music store and practiced every spare second in order to surprise us with his concert.

“Can you play any other songs?” I asked.

“It took me all week to learn that one,” Dad said.

“And he stayed up until midnight every night, practicing,” Mother added.

After that, I didn’t dare complain about my accordion sessions. I never did get as good at it as Dad got in just seven days, but I managed to produce a few recognizable tunes, and the effort did help strengthen my arm muscles and my fingers.



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

My Personal Narrative Topics

Directions: Use the graphic organizer below to organize ideas and personal narrative topics. Fill the space with words, phrases, and pictures.

My Personal Narrative Topics	



NAME: _____

DATE: _____

4.1

ACTIVITY PAGE

LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Planning Personal Narratives

Directions: Fill in details about a personal narrative event in the graphic organizer.

Beginning:

Middle:

End:

NAME: _____
DATE: _____



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Writing a Personal Narrative Paragraph

Directions: Write your personal narrative paragraph on the lines below. When finished, reread your paragraphs and check for complete sentences.



NAME: _____

DATE: _____

5.2

ACTIVITY PAGE

LANGUAGE STUDIO 1: PERSONAL NARRATIVES**Writing Rubric for Personal Narrative Paragraph**

Ask Yourself:	1	2	3	4
Do I have a clear beginning?	No, I do not have a beginning to my personal narrative.	I have a beginning, but it is not very clear.	I have a beginning, and it somewhat introduces my event.	I have a very clear beginning to my personal narrative that introduces my event.
Do I have a middle with lots of details about my event?	No, I do not have a middle in my personal narrative.	I have a middle, but there are not a lot of details.	I have a middle, and it has some supporting details.	I have a middle with lots of details that describe what happened during my event.
Do I have an ending that wraps my story up?	No, I do not have an ending to my personal narrative.	I have an ending, but it is not on topic with my event.	I have an ending, and it is mostly related to my event.	I have an ending that is on topic and wraps up my story.
Score:				



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

A Girl from Yamhill

The Farm

Beverly Cleary is the award winning author of more than twenty books for children, including the Ramona books.

This passage is from her memoir, A Girl from Yamhill, in which she tells the true story of her childhood. She was born on a farm in rural Yamhill Oregon in 1916 and lived there until she began school. In this excerpt, she is a young girl and lives with her mother and father on the farm.

At Christmas I was given an orange, a rare treat from the far-off land of California. I sniffed my orange, admired its color and its tiny pores, and placed it beside my bowl of oatmeal at the breakfast table, where I sat raised by two volumes of *Mother's Teacher's Encyclopedia*.

Father picked up my orange. "Did you know that the world is round, like an orange?" he asked. No, I did not. "It is," said Father. "If you started here"—pointing to the top of the orange—"and traveled in a straight line"—demonstrating with his finger—"you would travel back to where you started." Oh, My father **scored** my orange. I peeled and thoughtfully ate it.

I thought about that orange until spring, when wild **forget-me-nots** suddenly bloomed in one corner of our big field. The time had come. I crossed the barnyard, climbed a gate, walked down the hill, climbed another gate, and started off across the field, which was still too wet to **plow**. Mud clung to my shoes I plodded on and on, with my feet growing heavier with every step. I came to the fence that marked the boundary of our land and bravely prepared to climb it and **plunge** into foreign bushes.

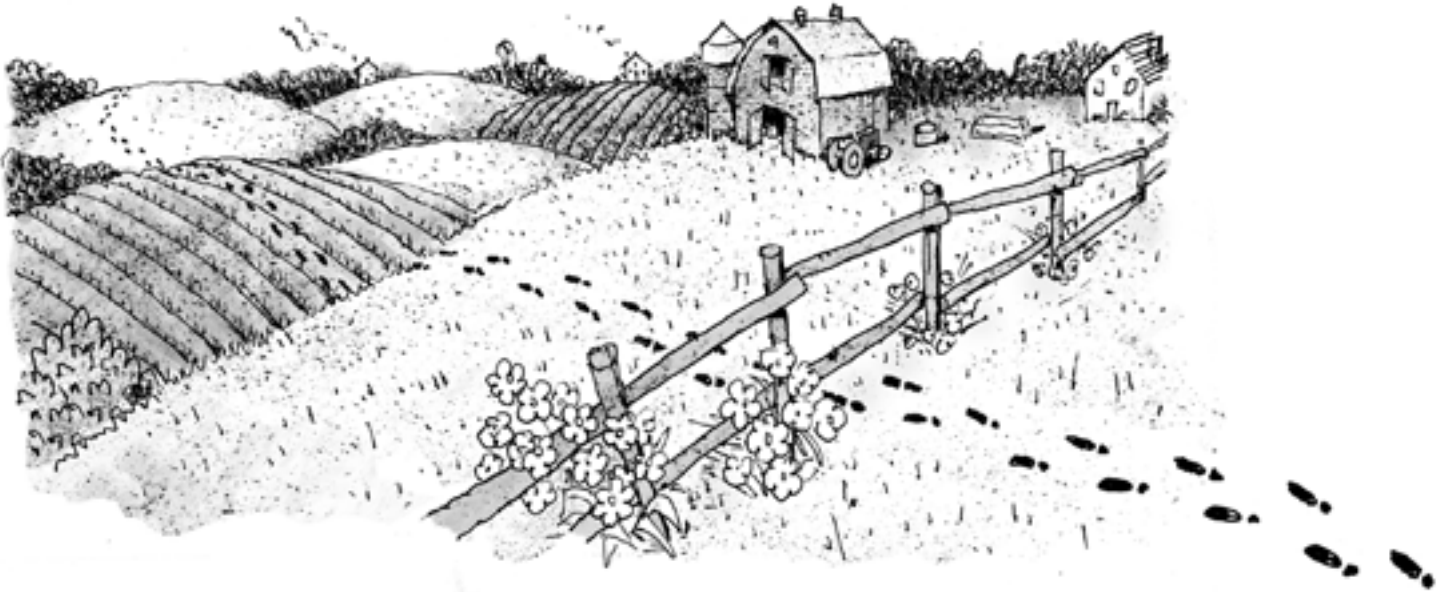


NAME: _____

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6.1
CONTINUED

ACTIVITY PAGE



My journey was interrupted by a shout. Father came **striding** across the field in his rubber boots. “Just where in Sam Hill do you think you’re going?” he demanded.

“Around the world, like you said.”

Father **chuckled** and, carrying me under his arm, **lugged** me back to the house, where he set me on the back porch and explained the size of the world.

Mother looked at my shoes, now gobs of mud, and sighed. “Beverly, what will you think of next?” she asked.



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Identifying the Elements

Directions: Use the graphic organizer below to identify personal narrative elements from the story “Girl from Yamhill.” Use details from the text to describe the characters, setting, and events.

Personal Narrative Elements
<p>Characters:</p>
<p>Setting:</p>
<p>Events:</p>



7.1

LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Personal Reaction: Include how receiving the gift made you feel.

[illegible]



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Condoleezza Rice: A Memoir Of My Extraordinary, Ordinary Family and Me

Condoleezza Rice is a professor and scholar of political science at Stanford University. She has also served in government. She was the first female National Security Advisor from 2001–2005, and the first female African-American Secretary of State from 2005–2009. This excerpt is from the very beginning of her memoir Extraordinary, Ordinary People: A Memoir of Family.

By all accounts, my parents approached the time of my birth with great **anticipation**. My father was certain that I'd be a boy and had worked out a deal with my mother: if the baby was a girl, she would name her, but a boy would be named John.

Mother started thinking about names for her daughter. She wanted a name that would be **unique** and musical. Looking to Italian musical terms for inspiration, she at first settled on Andantino. But realizing that it translated as “moving slowly,” she decided that she didn't like the **implications** of that name. Allegro was worse because it translated as “fast,” and no mother in 1954 wanted her daughter to be thought of as “fast.” Finally she found the musical terms *con dolce* and *con dolcezza*,





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8.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 1: PERSONAL NARRATIVES

meaning “with sweetness.” Deciding that an English speaker would never recognize the hard c, saying “dolci” instead of “dolche,” my mother doctored the term. She settled on Condoleezza.

Meanwhile, my father prepared for John’s birth. He bought a football and several other pieces of sports equipment. John was going to be an all-American running back or perhaps a linebacker.

My mother thought she felt labor pains on Friday night, November 12, and was rushed to the doctor. Dr. Plump, the black pediatrician who delivered most of the black babies in town, explained that it was probably just anxiety. He decided nonetheless to put Mother in the hospital, where she could rest comfortably.

The public hospitals were completely segregated in Birmingham, with the Negro wards—no private rooms were available—in the basement. There wasn’t much effort to separate maternity cases from patients with any other kind of illness, and by all accounts the accommodations were pretty grim. As a result, mothers who could get in preferred to birth their babies at Holy Family, the Catholic hospital that segregated white and Negro patients but at least had something of a maternity floor and private rooms. Mother checked into Holy Family that night.



Nothing happened on Saturday or early Sunday morning. Dr. Plump told my father to go ahead and deliver his **sermon** at the eleven o'clock church service. "This baby isn't going to be born for quite a while," he said.

He was wrong. When my father came out of the **pulpit** at noon on November 14, his mother was waiting for him in the church office.

"Johnny, it's a girl!"

Daddy was floored. "A girl?" he asked. "How could it be a girl?"

He rushed to the hospital to see the new baby. Daddy told me that the first time he saw me in the nursery, the other babies were just lying still, but I was trying to raise myself up. Now, I think it's doubtful that an hours-old baby was strong enough to do this. But my father insisted this story was true. In any case, he said that his heart melted at the sight of his baby girl. From that day on he was a "**feminist**"—there was nothing that his little girl couldn't do, including learning to love football.





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8.2

ACTIVITY PAGE

LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Draw It

Directions: Draw a quick sketch of the setting described in “Condoleezza Rice: A Memoir Of My Extraordinary, Ordinary Family and Me.”



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Looking at Word Choice

Directions: Use information from the text to examine how the author uses word choice and details to describe events, characters, and settings.

*“Meanwhile, my father **prepared** for John’s birth. He bought a football and several other pieces of sports equipment.”*

When the author used the word **prepared**, I saw _____
in my mind.

*“He **rushed** to the hospital to see the new baby.”*

When the author used the word **rushed**, I saw _____
in my mind.

*“She wanted a name that would be **unique** and musical.”*

When the author used the word **unique**, I saw _____
in my mind.



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9.1

ACTIVITY PAGE

LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Adding Descriptive Details

Directions: Read the sentences below. Rewrite the sentences, adding descriptive words to the new sentences.

Example: I ate lunch.

What did you eat for lunch?

Descriptive Sentence: I ate a green salad for lunch.

~~~~~

**Example:** I see something.

*What do you see?* \_\_\_\_\_.

**Descriptive Sentence:** I see \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

**Example:** The dog barks.

*What does the dog look like?* \_\_\_\_\_.

*How does the dog bark?* \_\_\_\_\_.

**Descriptive Sentence:** The \_\_\_\_\_ dog barks \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

**Example:** She is nice.

*Who is she?* \_\_\_\_\_.

*What did she do that was nice?* \_\_\_\_\_

**Descriptive Sentence:** \_\_\_\_\_ is nice because \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.



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

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

**10.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 1: PERSONAL NARRATIVES****When I Was Puerto Rican**

*Esmeralda Santiago is a writer and actress. She was born in Puerto Rico in 1948, and moved with her family to the United States when she was thirteen. This excerpt is the beginning of her first book, *When I Was Puerto Rican*, the first of her three memoirs. It tells the true story of her childhood in Puerto Rico and the move to New York.*

*Barco que no anda, no llega a puerto.*

*A ship that doesn't sail, never reaches port.*

There are guavas at the Shop & Save. I pick one the size of a tennis ball and finger the **prickly** stem end. It feels familiarly bumpy and firm. The guava is not quite ripe; the skin is still a dark green. I smell it and imagine a pale pink center, the seeds tightly **embedded** in the flesh.



A ripe guava is yellow, although some varieties have a pink **tinge**.

The skin is thick, firm, and sweet. Its heart is bright pink and almost solid with seeds. The most delicious part of the guava surrounds the tiny seeds. If you don't know how to eat a guava, the seeds end up in the **crevices** between your teeth.



When you bite into a ripe guava, your teeth must grip the bumpy surface and sink into the thick **edible** skin without hitting the center. It takes experience to do this, as it's quite tricky to determine how far beyond the skin the seeds begin.

Some years, when the rains have been plentiful and the nights cool, you can bite into a guava and not find many seeds. The guava bushes grow close to the ground, their branches **laden** with green then yellow fruit that seem to ripen overnight. These guavas are large and juicy, almost seedless, their roundness **enticing** you to have one more, just one more, because next year the rains may not come.

As children, we didn't always wait for the fruit to ripen. We raided the bushes as soon as the guavas were large enough to bend the branch.

A green guava is sour and hard. You bite into it at its widest point, because it's easier to grasp with your teeth. You hear the skin, meat, and seeds crunching inside your head, while the inside of your mouth explodes in little spurts of sour.

You **grimace**, your eyes water, and your cheeks disappear as your lips purse into a tight O. But you have another and then another, enjoying the crunchy sounds, the acid taste, the gritty texture of the unripe center. At night, your mother makes you drink **castor oil**, which she says tastes better than a green **guava**. That's when you know for sure that you're a child and she has stopped being one.

I had my last guava the day we left Puerto Rico. It was large and juicy, almost red in the center, and so **fragrant** that I didn't want to eat it because I



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

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

**10.1**  
CONTINUED

ACTIVITY PAGE

would lose the smell. All the way to the airport I scratched at it with my teeth, making little dents in the skin, chewing small pieces with my front teeth, so that I could feel the texture against my tongue, the tiny pink pellets of sweet.

Today, I stand before a stack of dark green guavas, each perfectly round and hard, each \$1.59. The one in my hand is **tempting**. It smells faintly of late summer afternoons and hopscotch under the mango tree. But this is autumn in New York, and I'm no longer a child.

The guava joins its sisters under the harsh fluorescent lights of the exotic fruit display. I push my cart away, toward the apples and pears of my adulthood, their nearly seedless ripeness predictable and bittersweet.





LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Noun Phrases

Directions: Read the nouns below. Then add descriptive details to make noun phrases.

| Nouns    | Make a noun phrase |
|----------|--------------------|
| airplane |                    |
| horse    |                    |
| girl     |                    |
| house    |                    |



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

**11.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 1: PERSONAL NARRATIVES****Planning a Personal Narrative**

*Directions: Read the writing prompt. Fill in the graphic organizer using descriptive details about your personal narrative event.*

|                        |                                  |
|------------------------|----------------------------------|
| <b>Writing prompt:</b> | A time I will never forget . . . |
| <b>Characters:</b>     |                                  |
| <b>Setting:</b>        |                                  |

|                   |
|-------------------|
| <b>Beginning:</b> |
| <b>Middle:</b>    |
| <b>End:</b>       |



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Writing a Personal Narrative

Directions: Using your graphic organizer on Activity Page 11.1, write a personal narrative with a beginning, middle, and ending paragraph below.

|            |                                                                         |
|------------|-------------------------------------------------------------------------|
| Beginning: | <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> |
| Middle:    | <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> |
| Ending:    | <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> |



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**12.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 1: PERSONAL NARRATIVES****Beginning Paragraph Checklist***Directions: Use the following checklist to revise your beginning paragraph.*

|                                                                             |  |
|-----------------------------------------------------------------------------|--|
| I have a clear beginning to my story.                                       |  |
| I used capitals letters at the beginning of my sentences.                   |  |
| I used lots of description to describe my events, settings, and characters. |  |
| I have periods at the end of all my sentences.                              |  |
| All of my sentences make sense.                                             |  |

**Ideas for my middle paragraph ...**

|  |
|--|
|  |
|--|



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Middle Paragraph Checklist

Directions: Use the following checklist to revise your middle paragraph.

|                                                                             |  |
|-----------------------------------------------------------------------------|--|
| I have a clear middle to my story.                                          |  |
| I used capitals letters at the beginning of my sentences.                   |  |
| I used lots of description to describe my events, settings, and characters. |  |
| I have periods at the end of all my sentences.                              |  |
| All of my sentences make sense.                                             |  |

|                                   |
|-----------------------------------|
| Ideas for my ending paragraph ... |
| <div></div>                       |



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

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

**14.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 1: PERSONAL NARRATIVES****Ending Paragraph Checklist***Directions: Use the following checklist to revise your ending paragraph.*

|                                                                       |  |
|-----------------------------------------------------------------------|--|
| I have a clear ending to my story.                                    |  |
| I used capitals letters at the beginning of my sentences.             |  |
| I used a transitional phrase at the beginning of my ending paragraph. |  |
| I have periods at the end of all my sentences.                        |  |
| All of my sentences make sense.                                       |  |

**Reflection Questions**

|                                                              |  |
|--------------------------------------------------------------|--|
| My favorite part about writing personal narratives was . . . |  |
| My favorite part of my personal narrative is . . .           |  |





## LANGUAGE STUDIO 1: PERSONAL NARRATIVES

### Writing Rubric Personal Narratives

| Ask Yourself:                                                  | 1                                                       | 2                                                       | 3                                                        | 4                                                                                 |
|----------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Do I have a clear beginning?</b>                            | No, I do not have a beginning to my personal narrative. | I have a beginning, but it is not very clear.           | I have a beginning, and it somewhat introduces my event. | I have a very clear beginning to my personal narrative that introduces my event.  |
| <b>Do I have a middle with lots of details about my event?</b> | No, I do not have a middle to my personal narrative.    | I have a middle, but there are not a lot of details.    | I have a middle, and it has some supporting details.     | I have a middle with lots of details that describe what happened during my event. |
| <b>Do I have an ending that wraps my story up?</b>             | No, I do not have an ending to my personal narrative.   | I have an ending, but it is not on topic with my event. | I have an ending, and it is mostly related to my event.  | I have an ending that is on topic and wraps up my story.                          |
| <b>Score:</b>                                                  |                                                         |                                                         |                                                          |                                                                                   |





Language Studio 2

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# **Empires of the Middle Ages**

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

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

**1.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Vocabulary Cards

*Directions: Cut out the Vocabulary Cards, fill them out per teacher's instruction, and save them for later use.*



Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Image:**

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Image:**

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Image:**

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Image:**





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

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

**1.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Vocabulary Cards

*Directions: Cut out the Vocabulary Cards, fill them out per teacher's instruction, and save them for later use.*



Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Image:**

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Image:**

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Image:**

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Image:**







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

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

**1.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Vocabulary Cards

*Directions: Cut out the Vocabulary Cards, fill them out per teacher's instruction, and save them for later use.*



Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Image:**

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Image:**

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Image:**

Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Image:**





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

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

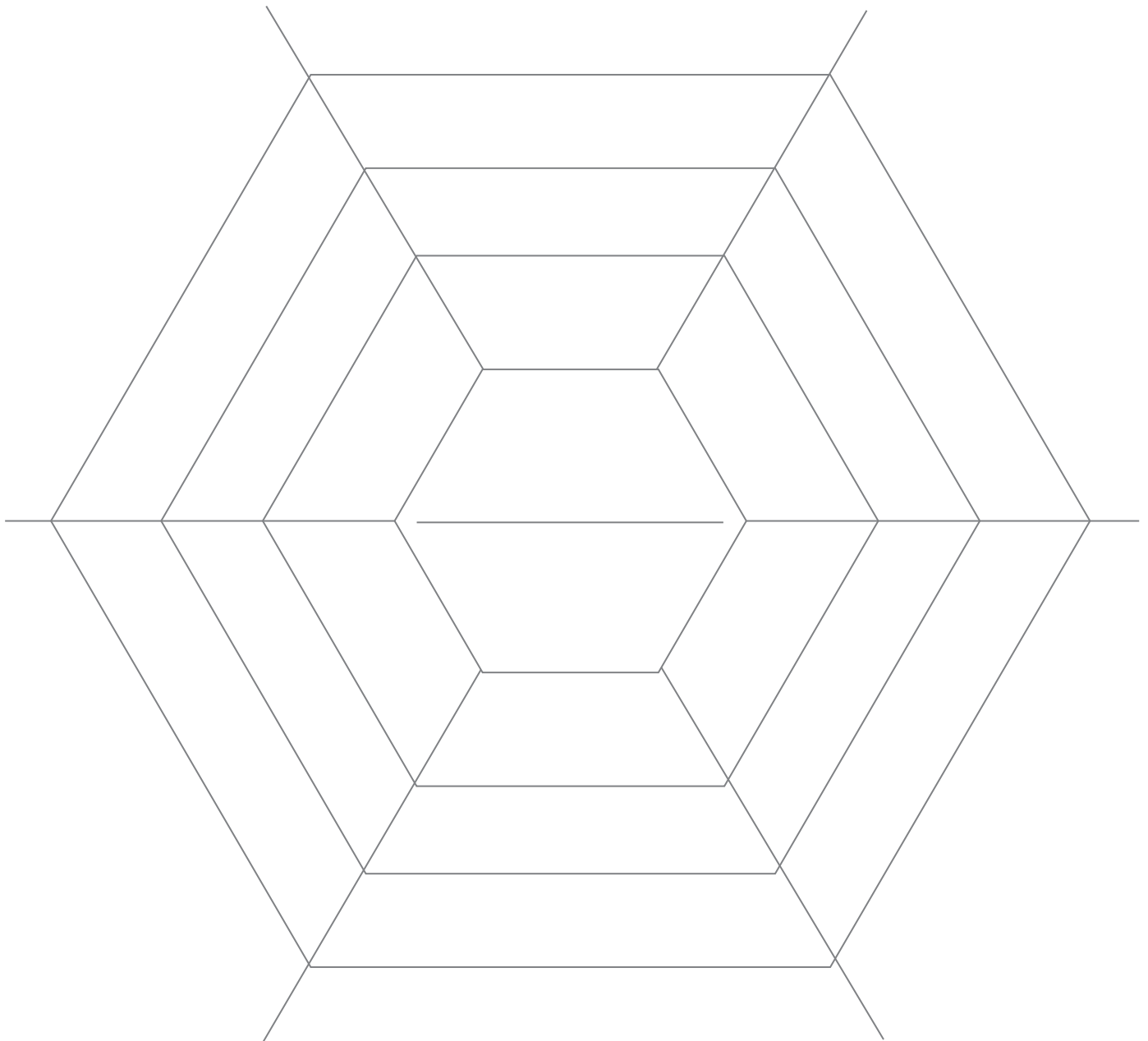
**1.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Vocabulary Concept Web

*Directions: Write the vocabulary word in the center of the web as instructed by your teacher. Fill in the spaces of the web using words or images that relate to the vocabulary word in the center.*





## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Helping Verbs

*Directions: In the sentences below, underline the helping verbs and circle the action verbs they help describe.*

#### Helping Verb Word Bank

|     |       |      |       |       |        |       |
|-----|-------|------|-------|-------|--------|-------|
| is  | could | do   | be    | will  | were   | may   |
| am  | have  | does | being | was   | shall  | might |
| are | has   | did  | been  | would | should | must  |
| can | had   |      |       |       |        |       |

*Example:* The knight is riding the horse.  
helping verb      action verb

1. You can learn many new things by studying the Middle Ages.
2. The king is going to the ball to see the prince.
3. Living during the Middle Ages would have been a challenge.
4. The queen must give all her subjects new clothes for the winter.
5. Every empire can use a powerful leader.
6. During the years 500–1500 CE, the church did influence the people.
7. The serfs are living in a small house near the castle.
8. The knight will be leaving for battle at noon.

**REMEMBER:**  
 Action verbs show an action  
 (something you do).



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

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

2.2

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Picture This!

*Directions: Choose three vocabulary words. In each box, write a vocabulary word, draw a visual representation of the word, and write a caption of the image using the word you chose.*

Word: \_\_\_\_\_

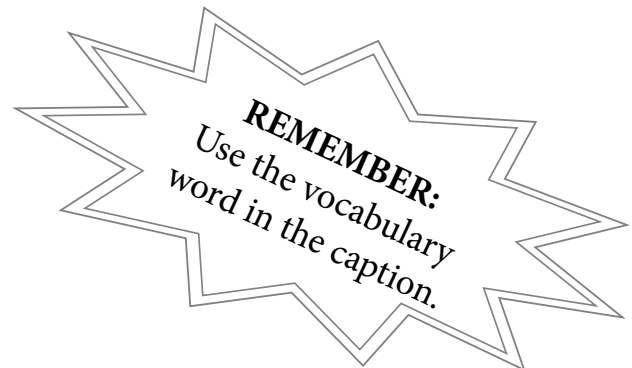
Caption: \_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_

Caption: \_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_

Caption: \_\_\_\_\_  
\_\_\_\_\_





## LANGUAGE STUDIO 2: THE MIDDLE AGES

### The Life of a Serf

*Directions: Underline the noun and circle the pronoun in the sentences below. Draw an arrow to show how the pronoun refers back to the noun.*

**Example:** The knight protects the castle that he lives in with his family.

1. The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the serfs who worked for him.
2. Serfs were not educated. They did not learn to read or write. If serfs wanted to travel to a nearby town, they needed permission from the lord.
3. In the Middle Ages, serfs worked on farmland that was divided into pieces. Serfs spent half of their time working for the lord. The rest of the time they worked on the parts of land where their own crops were grown.
4. Most serfs lived in small, simple houses in or near a village. Their houses were made from wood and mud. The roofs were thatched, meaning they were made from straw.
5. Serfs had to be loyal to their lord. In exchange for their loyalty, the lord offered his protection.



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

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

**3.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES****Finding the Main Idea: Lords and Serfs**

The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the serfs who worked for him. Serfs were not educated. They did not learn to read or write. If serfs wanted to travel to a nearby town, they needed permission from the lord. In the Middle Ages, serfs worked on farmland that was divided into pieces. Serfs spent half of their time working for the lord. The rest of the time they worked on the parts of land where their own crops were grown. Most serfs lived in small, simple houses in or near a village. Their houses were made from wood and mud. The roofs were thatched, meaning they were made from straw. Serfs had to be loyal to their lord. In exchange for their loyalty, the lord offered his protection.

*Directions: Use the paragraph above to fill in the graphic organizer below.*

|                             |                             |
|-----------------------------|-----------------------------|
| <b>Supporting Claim #1:</b> | <b>Supporting Claim #1:</b> |
| <b>Main Idea:</b>           |                             |
| <b>Supporting Claim #3:</b> | <b>Supporting Claim #4:</b> |



**LANGUAGE STUDIO 2: THE MIDDLE AGES****A Serf's Story**

*Directions: Write a sentence that describes what is happening in each image below.*



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**REMEMBER** your **Tier 2 words:** privileged, loyal, and rival.



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

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

**6.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES****Pronoun Joust**

*Directions: Using the pronoun bank below, fill in the blanks with the correct pronoun. Then, circle the noun the pronoun refers to and draw an arrow from the pronoun to the noun.*

| Pronoun Bank |      |     |       |      |
|--------------|------|-----|-------|------|
| I            | you  | he  | its   | our  |
| me           | your | his | they  | us   |
| my           | she  | him | their | them |
|              | her  | it  | we    |      |

Knights could prove their strength and abilities by taking part in jousting matches.

\_\_\_\_\_ rode horses, wore full armor, and carried lances. \_\_\_\_\_ hoped to gain respect and possibly a generous prize.

When the joust began, the knights charged at each other. With the aid of a lance, each knight attempted to knock \_\_\_\_\_ opponent off \_\_\_\_\_ horse.

The privileged would attend the jousting matches as well. \_\_\_\_\_ were considered to be a day of excitement or entertainment. Knights would usually choose a noblewoman and fight in \_\_\_\_\_ honor.





## LANGUAGE STUDIO 2: THE MIDDLE AGES

### A Mile in Someone Else's Shoes

*Directions: Consider what you know about each type of person from the Middle Ages. Write a sentence for each type of person that answers the questions, "Would you want to be this person during the Middle Ages? Why or why not?"*



**Lords and Ladies**

*Would you want to be a **lord** or **lady** during the Middle Ages? Why or why not?*

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*Would you want to be a **serf** during the Middle Ages? Why or why not?*

---



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**Serfs**



**Knights**

*Would you want to be a **knight** during the Middle Ages? Why or why not?*

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

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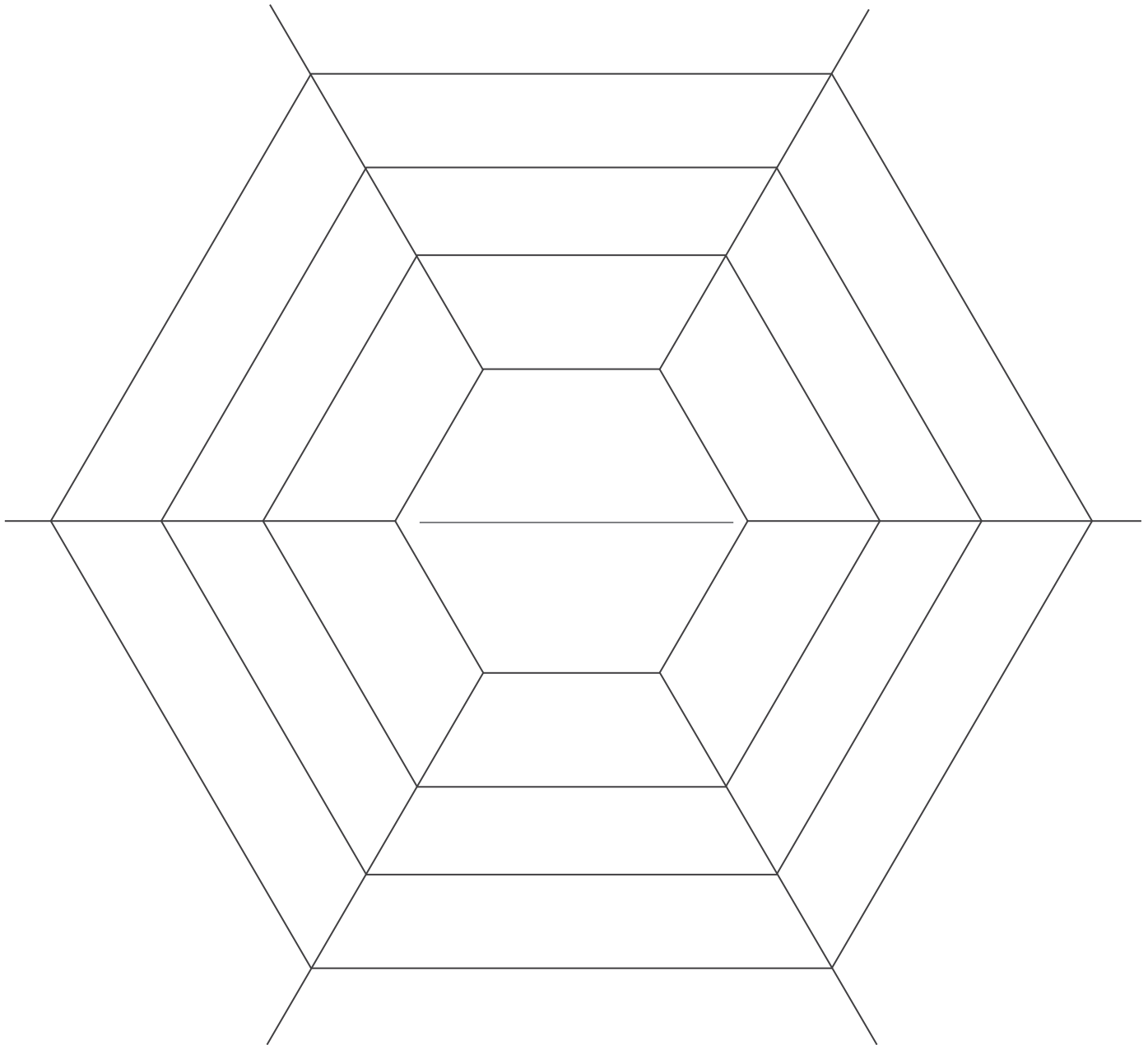
**7.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Vocabulary Concept Web

*Directions: Write the vocabulary word in the center of the web as instructed by your teacher. Fill in the spaces of the web using words or images that relate to the vocabulary word in the center.*



## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Using Adverbs to Describe an Image

*Directions: Write a description of the images below using adverbs.*




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

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

**9.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES****Giving and Supporting an Opinion**

Prompt: Attention! The King and Queen have decided to have serfs and other members of the lower class pay extra taxes so that the royalty and nobles can have more parties and jousting events. Pick a side and write a letter to the King and Queen either protesting or promoting their new decree.

*Directions: Fill out the graphic organizer below to help develop your argument.*

| Reasons   | Stating Your Opinion | Supporting Your Opinion |
|-----------|----------------------|-------------------------|
| Reason #1 | I think ...          | Because ...             |
| Reason #2 | I believe...         | Because...              |
| Reason #3 | In my opinion...     | Because...              |



## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Giving Advice Using Modals

*Directions: Underline the modal in each piece of advice from the teacher.*

**Example:**

*Student:* I want to go to the movies without an adult.

*Teacher:* That probably isn't a good idea, because you are so young.

*Student:* I don't know how to do my homework.

*Teacher:* You should ask your teacher for help after school.

*Student:* Who should I choose as a partner for my big project?

*Teacher:* You must choose a partner who you work well with.

*Student:* I like soccer, but I'm not good at it. I want to quit the team.

*Teacher:* You will certainly get better the more you practice!



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

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

**10.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Letter: Giving Advice

*Directions: Write three sentences using modals to give a letter of advice to the King and Queen about their new tax proposal.*

Dear King and Queen,

I am writing to tell you that I am \_\_\_\_\_ the new tax proposal.

Reason #1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason #2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason #3: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your loyal servant,

\_\_\_\_\_





LANGUAGE STUDIO 2: THE MIDDLE AGES

Create Your Character

*Directions: Draw a picture of your character and fill in the graphic organizer with details about them. Then translate the graphic organizer into a paragraph on the lines provided below.*

| Question                              | Answer |
|---------------------------------------|--------|
| What is your character’s name?        |        |
| Is your character a serf or a knight? |        |
| How old is your character?            |        |
| What does your character look like?   |        |
| Where does your character live?       |        |
| What does your character like to do?  |        |



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

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

**12.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES****The Life of a Knight**

*Directions: Read the passages below. Then reread them and underline all the action verbs you can find.*

---

**If You Were A Knight**

Young boy training to be a knight

Your training to become a knight begins at a young age. You leave home to live with a family friend or relative who has agreed to train you. In the first several years of your training, you help to dress and to serve the lord. You are known as a page. During these early years as an aspiring knight, you probably learn to use a sword, to ride a horse, and to wield a lance, or long wooden pole with a metal tip. Later, when you are ready to learn more challenging skills, you become a squire.

Although you are still a servant, as a squire you are now responsible for grooming and saddling the lord's horses. You are also responsible for cleaning and polishing his armor. You learn how to fight while riding a horse. You learn to use other weapons, including a heavier lance. This part of your training lasts for several years.



Squires learned to fight with swords.

If you are a successful squire, you might be knighted by the lord. In what is called the dubbing ceremony, the lord taps you on the shoulder with the flat part of his sword. Then, a priest might bless you with a prayer.



King knighting a squire

## The Way of the Knight



Knights were supposed to be brave in battle.

In France in the 1100s and 1200s, certain expectations about how knights should behave in society were developed. The term *chivalry*, which refers to a warrior horseman or knight, became the term used to describe these expectations. These ideas of chivalry spread to other European countries. Knights were expected to serve their lord. They were required to honor and protect the Church and weaker members of society.

They were also expected to treat other knights captured in battle as honored guests until a ransom was received. Sometimes it took months before a captured knight's family paid up. Once payment was received, the captured knight was free to go home.



A knight was expected to guard and protect weaker members of society.



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

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

**12.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES****The Life of a Serf**

*Directions: Read the passages below. Then reread them and underline all the action verbs you can find.*

---

**If You Were a Boy Serf**

From an early age, you work a full day. You wake up just before sunrise and go to sleep when it is dark. For breakfast, you have rye bread and water, or perhaps watery ale. Even before the sun is fully risen, and regardless of the weather, you begin your work on the land. In springtime, you are busy plowing and planting seeds. You assist in the delivery of baby lambs and calves. At midday,



Boy serf plowing fields

you walk home for a simple meal of rye bread and maybe a small piece of cheese. After lunch, you return to work, cutting logs for the lord's fire.



Boy serf chasing birds away from crops

In the summer months, you tend to the crops you planted in the spring. You keep the hungry birds and insects away from the growing crops.

Autumn, the time to harvest crops, is perhaps the busiest time of all. You help your mother and sisters pick fruits and berries, which they preserve and store for the winter. Using a simple tool called a **scythe**,



Boy serf harvesting grain

you harvest grain crops such as wheat, oats, rye, and barley. You help store the grain. A good harvest makes everyone, especially the lord, very happy. It means there is food to eat during the winter months. A good harvest is a time of celebration for all.

Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not. At times, your parents find it difficult to make ends meet. Even if ice and snow lay upon the frozen earth, you still have jobs to do. You have to feed and care for

the livestock. You repair fences and barns. All the while, you continue to work on your family's strips of land. Each evening as the sun is setting, you return home quite exhausted. You end your day with a meal called pottage that your mother or sisters have prepared. Pottage is a vegetable stew with grain and a tiny piece of meat or fish in it. After a good night's sleep, you will wake up and do it all again!



Serf family eating a meal together

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

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

## 12.3

## ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

## Setting the Scene

*Directions: Fill in the graphic organizer with action verbs from the reading and sentences describing your character doing them. Then write a couple of sentences describing things your character does on the lines provided below. Draw a picture of your character doing one of these actions.*

[illegible]

| Action Verb     | Sentence Using the Action Verb                         |
|-----------------|--------------------------------------------------------|
| <i>ex. eats</i> | <i>Daniel eats dinner with his family every night.</i> |
|                 |                                                        |
|                 |                                                        |
|                 |                                                        |
|                 |                                                        |
|                 |                                                        |

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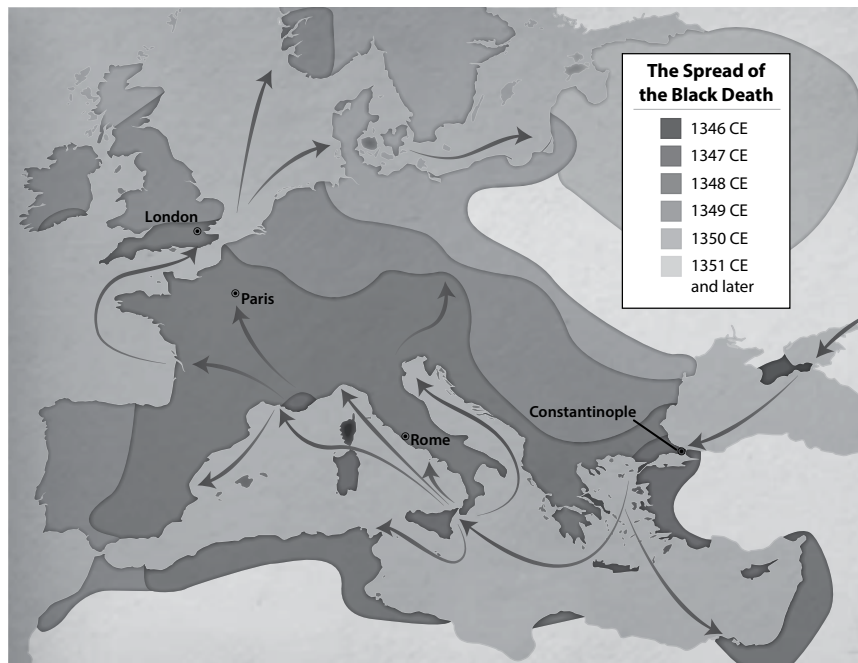


## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Conflict! The plague

#### The Black Death

Some historians have concluded that traders who had been trading in the Middle East brought the plague to Europe. This first outbreak in the 600s was the most terrible of all. It is estimated that at least one-third of the population of Europe died during this outbreak. The plague existed throughout much of Europe, but it arrived in England in 1348 CE. This terrible disease created a sense of terror. It spread throughout England and eventually made its way into Wales, Scotland, and Ireland. Carried by infected fleas that lived on rodents, it spread quickly through the dirty towns and cities. It affected every level of society. Nobles as well as serfs were struck down by this terrible disease. The plague returned at least eight times in the 1300s, and another 14 times in the 1400s.



Spread of the Black Death



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

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

**13.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES****Giving and Supporting an Opinion: What Will You Do?**

You've heard a rumor that there is a plague sweeping across the empire. You didn't believe it at first, but now people in your town are starting to get sick. Is it the plague? Or a coincidence? *Do you stay or do you go?*

*Directions: Fill out the graphic organizer below to help develop your argument.*

| Reasons   | Stating Your Opinion | Supporting Your Opinion |
|-----------|----------------------|-------------------------|
| Reason #1 | I think...           | Because...              |
| Reason #2 | I believe...         | Because...              |
| Reason #3 | In my opinion...     | Because...              |





## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Making a Stronger Argument Using Modals

*Directions: Fill in the blank with a modal or modals from the word bank that make(s) the argument stronger.*

| Word Bank |          |        |           |
|-----------|----------|--------|-----------|
| can       | maybe    | must   | would     |
| will      | probably | should | certainly |

*Example:*

I think you \_\_\_\_\_ get a really good grade on that presentation because you worked so hard.

1. I believe it \_\_\_\_\_ rain because the clouds are so dark and gloomy.
2. It \_\_\_\_\_ be nice of you to help out a friend because it would make her feel happy.
3. It \_\_\_\_\_ is not a good idea to take that route home because it is dark.
4. I \_\_\_\_\_ enjoy playing basketball because I like being active.
5. In my opinion, everyone \_\_\_\_\_ play an instrument because it teaches you discipline.
6. You \_\_\_\_\_ go to school so you can learn all you can.
7. The show \_\_\_\_\_ be exciting because it's my favorite band.
8. You \_\_\_\_\_ won't like that food since you don't like spice.
9. You \_\_\_\_\_ take that medicine because it will make you feel better.
10. Maybe you \_\_\_\_\_ spend more time on your homework so you can get better grades.



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

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

14.2

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Conflict Resolution

*Directions: Draw a picture of your character's decision. Choose the modals you want to use to enhance your argument and fill in the graphic organizer. Then translate the graphic organizer into a paragraph on the lines provided below.*

| Modal | Revised Sentence |
|-------|------------------|
|       |                  |
|       |                  |
|       |                  |

\_\_\_\_\_ decided to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



LANGUAGE STUDIO 2: THE MIDDLE AGES

The Aftermath

*Directions: Write a couple of sentences about what happens to your character after he or she decided to stay or leave, using an adverb as your sentence starter. Use the Adverb Word Bank for guidance. Draw a picture to go along with your conclusion.*

| Adverb Word Bank |               |             |         |
|------------------|---------------|-------------|---------|
| Tragically       | Unfortunately | Fortunately | Luckily |



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

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

**16.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Exploring Islamic Empires

**Think-Pair-Share:** *What do you know about these topics already?*

#### Maps of the Empires



## Complete each sentence.

1. The Roman Empire grew too large to control and split into the \_\_\_\_\_ Empire and the \_\_\_\_\_ Empire.
2. The \_\_\_\_\_ Empire collapsed in 476 CE.
3. The Islamic Empires were located in what is known as the \_\_\_\_\_.
4. Muhammad is the founder of \_\_\_\_\_.



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

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

17.1

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Applying Meaning—Vocabulary Sentences

*Directions: Complete the sentences using the vocabulary words.*

1. **Taxes (noun)**

People pay \_\_\_\_\_ to help the community \_\_\_\_\_.

2. **Caravan (noun)**

The \_\_\_\_\_ carried \_\_\_\_\_ through the desert.

3. **Merchant (noun)**

My father is a \_\_\_\_\_ and \_\_\_\_\_.

4. **Trade (verb)**

Can I \_\_\_\_\_ my \_\_\_\_\_ for your \_\_\_\_\_.

5. **Rival (noun)**

When competing against my \_\_\_\_\_, I felt \_\_\_\_\_.

6. **Wealthy (adjective)**

If I were \_\_\_\_\_, I would \_\_\_\_\_.

**Challenge:** Rewrite your favorite sentence on the line. Illustrate a picture that matches your sentence.

---



## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Arabia and the Islamic Empire Rivals



Map of the Roman Empire in 117 CE

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

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



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

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

**17.2**  
CONTINUED

STORY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES



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

Trade across the empire, including along the Silk Road, benefited the people of Arabia. Arabians also traded with people outside of Arabia, many becoming merchants with their own trade caravans. Some became very wealthy.



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

A gold coin from the Byzantine Empire

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



**LANGUAGE STUDIO 2: THE MIDDLE AGES****Arabia and the Islamic Empire Rivals**

*Directions: Complete the sentence starters about each empire.*

Arabia

We are \_\_\_\_\_.

We want \_\_\_\_\_.

\_\_\_\_\_.

The Byzantine Empire

We are \_\_\_\_\_.

We want \_\_\_\_\_.

\_\_\_\_\_.

The Persian Empire

We are \_\_\_\_\_.

We want \_\_\_\_\_.

\_\_\_\_\_.



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

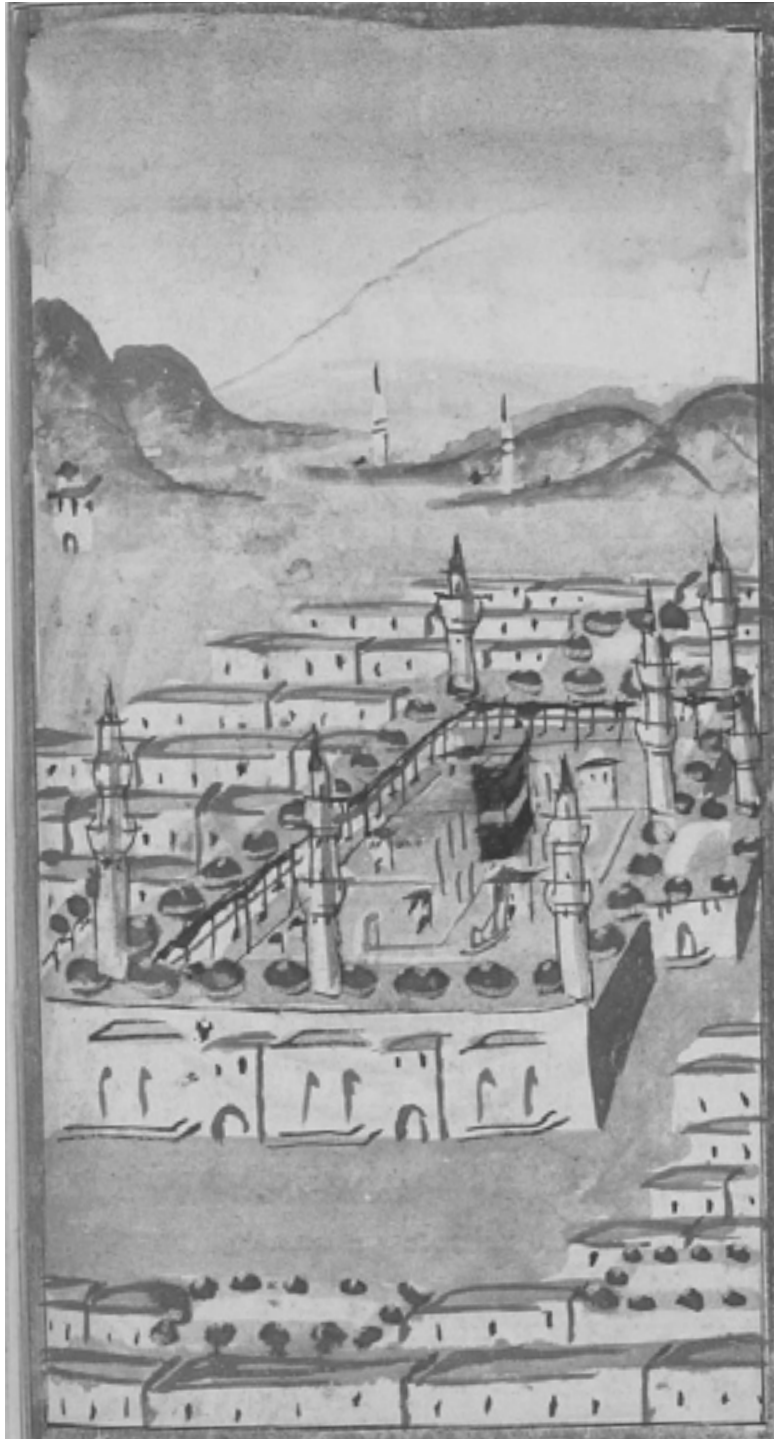
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**18.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Meet Muhammad



An illustration of Mecca



## The Birth of a New Religion

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

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

## Life among the Bedouins

While still a baby, Muhammad was sent by his mother to be nursed and raised, as was traditional for infants in Mecca, in the desert among the **Bedouins**. Removing a child from its mother may seem cruel, but at the time it was actually a way of keeping babies safe. Illness was more common in crowded towns, and if babies became ill there was no modern medicine to cure them. The desert was healthier.

Life for the Bedouins was difficult and dangerous. Finding enough water in the desert to survive was a constant struggle, and there were barely enough crops and cattle to feed



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

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

**18.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

everyone. From a very young age Muhammad worked for his foster family. As a boy he would have tended to the camels, taking them to the well to drink and watching out for hyenas and other **predators**.

---

- **Think-Pair-Share #1:** *Describe Muhammad's life as a young boy. Underline your evidence in the passage.*

---

## Back in Mecca



An illustration of Mecca

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

Just a year after Muhammad returned to Mecca, his mother died. He then lived with his elderly grandfather, the head of the tribe, until he also died, just two years later.

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



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

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

**18.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

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

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

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

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

- 
- **Think-Pair-Share #2:** *Think about an event in Muhammad's life after he arrived back in Mecca. How might that experience have made him feel? Why? Underline your evidence in the text.*

**LANGUAGE STUDIO 2: THE MIDDLE AGES****Meet Muhammad**

*Directions: Complete the biography report.*

**Biography Report****Person's Name:**

Early Life: Describe this person's childhood.

---

---

**Illustrate the setting: Where did this person live as a child?**



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

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

**18.2**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

**Adult Life: What is this person best known for?**

---

---

| Character Trait                                         | Example                               |
|---------------------------------------------------------|---------------------------------------|
| When Muhammad was a boy, I would describe him as _____. | For example, _____<br>_____.          |
| Later in his life, I would describe Muhammad as _____.  | For example, _____<br>_____<br>_____. |

**Fun Fact:**

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## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Meet Muhammad

#### The revelations

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



The Qur'an

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

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



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

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

**19.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

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

### Medina and the growth of Islam

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

The next three years were a constant struggle for the first followers of Muhammad, the first Muslims. They were facing violent **persecution** in Mecca; their future looked **bleak**. Some sought refuge in the Christian kingdom of Ethiopia.

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

### Religion and politics

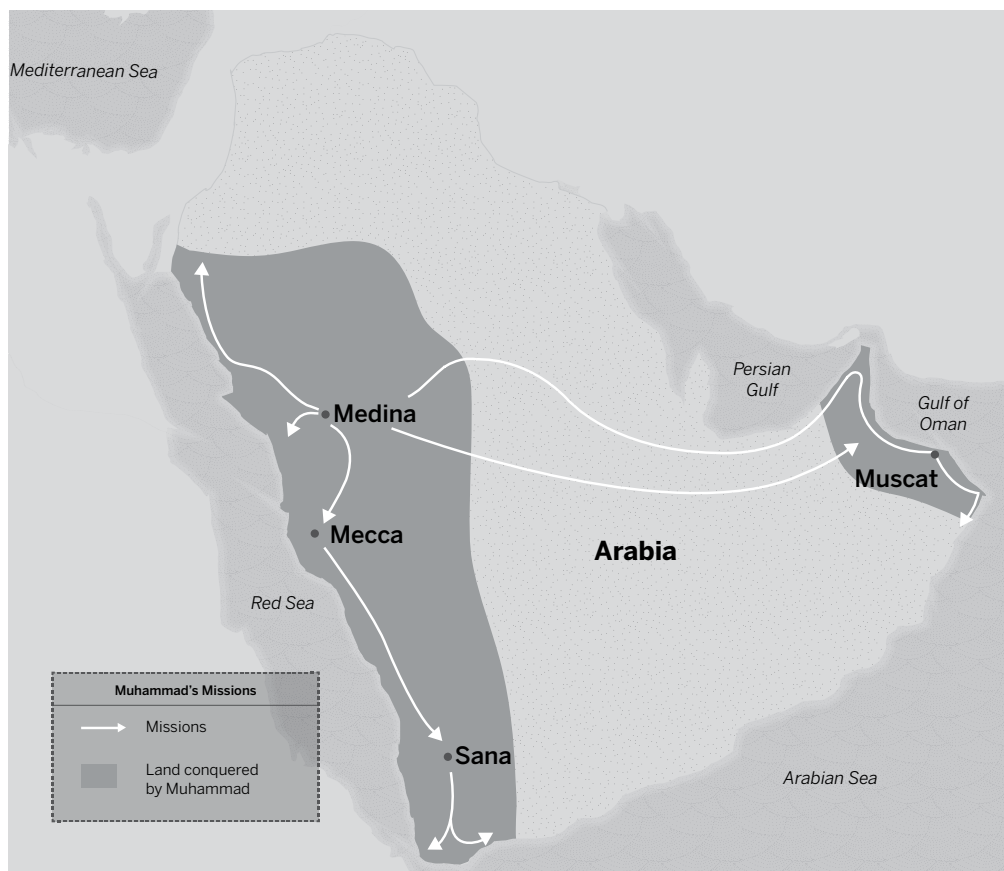
In the United States, the First Amendment of the Constitution prohibits the establishment of an official religion. This is sometimes called the "separation of church and state." For example, government funds cannot be used to benefit or advance the interests a particular religion.

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

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

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

By 630, eight years after leaving Mecca, Muhammad had converted thousands of people to Islam. He was able to march to Mecca with a force of 10,000 men. When Mecca



A map of Islam’s expansion under Muhammad



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

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

**19.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

surrendered to Muhammad, he **pardoned** his enemies and gave them many important positions. By doing this, Muhammad showed his political wisdom. He knew that if he had **humiliated** the Quraysh they would have hated and tried to destroy him. By offering peace and power he instead made them his allies.

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

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

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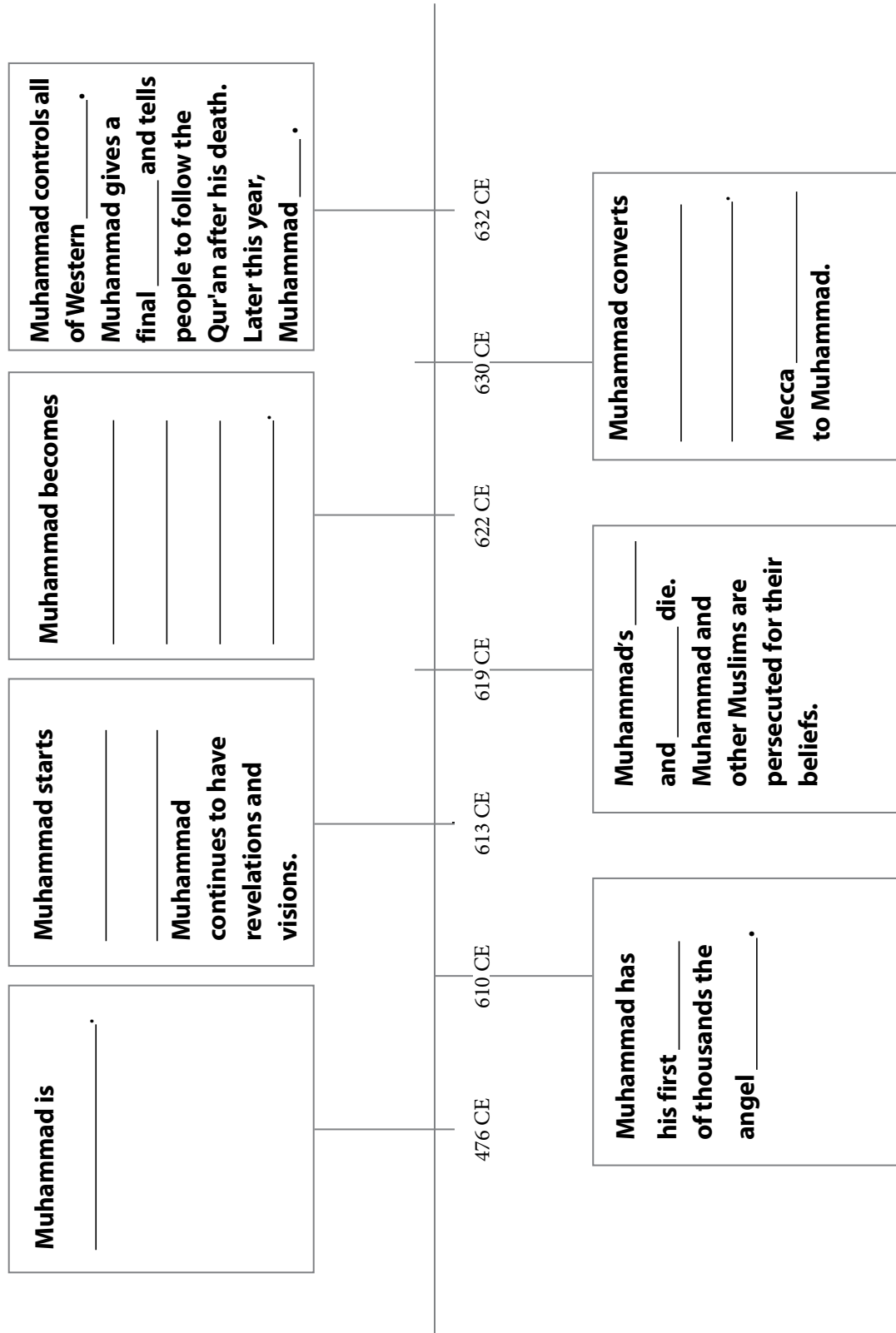


## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Meet Muhammad

*Directions: Complete the timeline.*

Muhammad's Life Timeline





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

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

**20.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Meet Abu Bakr and Umar

#### The first caliph: Abu Bakr

Muhammad died twenty 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 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 and the Muslims

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.

An Islamic  
sword

- 
- **Think-Pair-Share #1:** *Was Abu Bakr a successful caliph? Why or why not? Underline your evidence in the text.*



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

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

**20.1**  
CONTINUED

ACTIVITY PAGE

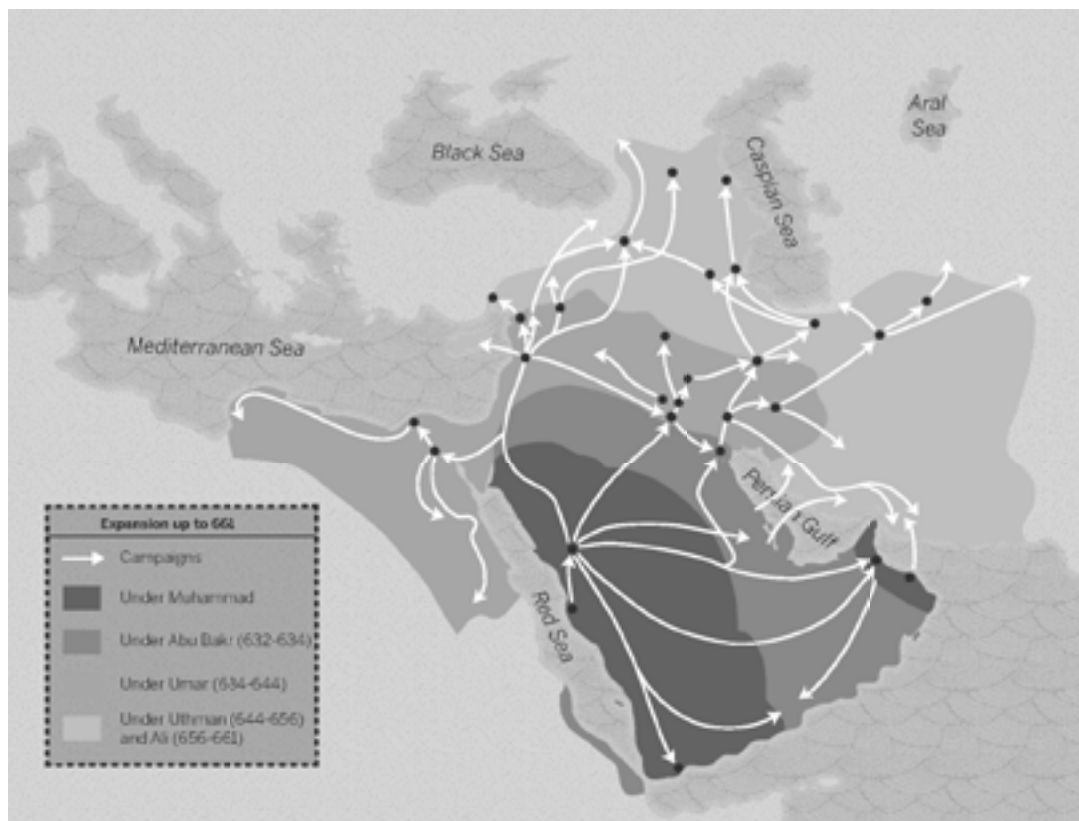
## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Meet Abu Bakr and Umar

#### 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).

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 ten 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 twelve 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.

---

- **Think-Pair-Share #2:** *Was Umar a successful caliph? Why or why not? Underline your evidence in the text.*



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

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

**20.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES****Meet Abu Bakr and Umar***Directions: Complete the biography report.*

| Biography Report                                                                   |                                                                                    |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Name:</b><br><br><b>Portrait:</b>                                               | <b>Name:</b><br><br><b>Portrait:</b>                                               |
| <b>Major Accomplishments:</b><br>(What did they do?)                               | <b>Major Accomplishments:</b><br>(What did they do?)                               |
| <b>Character Traits:</b><br>(What kind of person are they?)<br><br><b>Example:</b> | <b>Character Traits:</b><br>(What kind of person are they?)<br><br><b>Example:</b> |



## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Meet General Vahan: The Battle of Yarmouk

*Directions: After each reading, fill in the blanks with the missing information.*

By his death in 644, just twelve 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.

#### 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. At first

the Muslims retreated and regrouped on the edge of the desert (in modern-day Jordan), until they met the Byzantine forces on the plains overlooking the Yarmouk River valley, northeast of Jerusalem.



The Yarmouk River valley

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.



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

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

**21.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

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

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.

### Day 1

The battle began, as was the tradition, with the dueling of champions. Vahan was surprised at the number of champions the Muslims managed to slay. Still, it had been a fruitful day. Vahan had tested the Muslim lines with his army and now understood their strength and formation. He had a plan.

| Key     |                     |
|---------|---------------------|
| Muslims | Byzantines          |
| ○       | Muslim Mobile Guard |
| ●       | Byzantine Infantry  |
| ◇       | ◇ Cavalry           |
| □       | Muslim Camp         |
| —       | First Attack        |
| - - -   | Second Attack       |
| ←       | Retreat             |





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

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

**21.1**  
CONTINUED

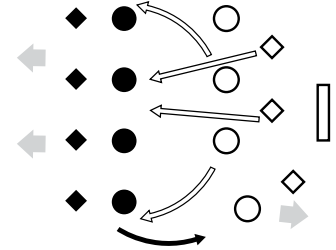
ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Day 4

Vahan decided to repeat the previous day's strategy. The Muslim right flank had been damaged, and, with one more hammer **blow**, should collapse.

Once again, the Muslims fell back under his attack. But, once again, Abu Ubayda **outwitted** him. In a **three-pronged maneuver** the Muslims' mobile guards attacked the flanks of the Byzantine army while the cavalry attacked the front. The Byzantine army began to retreat.



The Muslims ended the day with ground gained. But it had come at a huge cost. Already, Vahan heard from his spies, the day was being called the “Day of Lost Eyes” in the Muslim camp. Huge numbers of Muslim soldiers had lost their sight to the Byzantine archers, and some of Abu Ubayda's best officers had been killed.

### Day 5

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

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

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

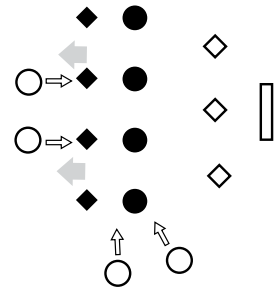
## Day 6

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

As the fighting began, Vahan realized the Muslims had indeed gained confidence. They attacked in force, while Abu Ubayda's mobile army galloped around and attacked the Byzantines from the left and the rear. The Byzantines' left wing collapsed.

Vahan knew he was beaten and ordered a retreat. The Byzantines fled, only to find troops blocking them. As they scrambled, many fell into the deep ravines surrounding the plains, or dove into the waters only to be smashed by the rocks below.

Some soldiers did escape, including Vahan. But shortly afterward, Abu Ubayda's soldiers found them and fought them again near Damascus. This time, Vahan was killed. At least, he thought as he died, I will not see my Emperor's face when he realizes his Great Empire has been broken.





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

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

**21.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Meet General Vahan

| Battle of Yarmouk                                                                                                                                                    |                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <p><u><b>Muslim Army</b></u></p> <p><b>troops</b></p> <p><b>Leaders:</b>                      <b>and</b></p> <p><u><b>Illustrate the troops!</b></u></p> <div></div> | <p><u><b>Byzantine Army</b></u></p> <p><b>troops</b></p> <p><b>Leader:</b></p> <p><u><b>Illustrate the troops!</b></u></p> <div></div> |



**LANGUAGE STUDIO 2: THE MIDDLE AGES****Day One**

Battle \_\_\_\_\_. The \_\_\_\_\_ duel until one dies.

General Vahan feels surprised because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

General Vahan comes up with a plan.

**Day Two**

General Vahan surprises the Muslims by \_\_\_\_\_ them during

prayer time. The Muslims feel overwhelmed by the size of the Byzantine army, but they

\_\_\_\_\_

**Day Three**

While General Vahan is attacking the \_\_\_\_\_ of the Muslim army,

Khalid sends his men to attack the \_\_\_\_\_ of the Byzantine army!

The \_\_\_\_\_ army makes no progress.



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

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

**21.3**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Day Four

Abu Ubayda tricks General Vahan by using a new strategy.

The Muslim army attacks \_\_\_\_\_ different sides at the same time.

After this attack, the Byzantines begin to \_\_\_\_\_.

### Day Five

\_\_\_\_\_ offers a truce to \_\_\_\_\_.

The Muslims do not accept a truce so the battle continues.

General Vahan feels \_\_\_\_\_ because he thinks he might lose

and more men will die.

### Day Six

The \_\_\_\_\_ attacks with great force.

The \_\_\_\_\_ left wing collapses. General Vahan orders a retreat because

he knows the Byzantines have \_\_\_\_\_.

General Vahan is \_\_\_\_\_ in battle.



LANGUAGE STUDIO 2: THE MIDDLE AGES

Meet General Vahan

Directions: Complete the biography report.

Biography Report

|                                          |                                       |
|------------------------------------------|---------------------------------------|
| Person's Name:                           |                                       |
| Portrait:                                |                                       |
| Character Trait                          | Example                               |
| I would describe General Vahan as _____. | For example, _____<br>_____<br>_____. |



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

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

**22.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES****Adjectives and Nouns**

An **adjective** tells about a noun.  
It can tell the noun's color, size, shape, and much more.

A **noun** is a person, a place, a thing, or an idea.  
Usually you can look at it, touch it, or pick it up.

Here are some adjectives:

rich      fast      strong      big      hot      tasty

Here are some nouns:

desert      emperor      spices      horse      sword      ship

*Directions: Read the sentences. Write a word in the blank so the sentence makes sense. Use the words in the lists above. Only use words that have not yet been used.*

1. The soldier rode into battle on a strong \_\_\_\_\_.
2. The soldier carried a big \_\_\_\_\_ in his hand.
3. The soldier was fighting for a \_\_\_\_\_ emperor with lots of money.
4. The battle took place in the \_\_\_\_\_ desert.
5. Some people in the Middle Ages traveled over the oceans on fast \_\_\_\_\_.
6. They bought and sold \_\_\_\_\_ spices.

## Ask and Answer Questions

*Directions: Ask your partner the questions. Record your partner's answer.*

**My Question:** What is your favorite color?

**My Partner's Answer:** \_\_\_\_\_  
\_\_\_\_\_

**My Question:** What animals do you like best?

**My Partner's Answer:** \_\_\_\_\_  
\_\_\_\_\_

**My Question:** Who are some people in your family?

**My Partner's Answer:** \_\_\_\_\_  
\_\_\_\_\_

**My Question:** What did you eat for lunch yesterday?

**My Partner's Answer:** \_\_\_\_\_  
\_\_\_\_\_

**My Question:** What do you like to do with your friends?

**My Partner's Answer:** \_\_\_\_\_  
\_\_\_\_\_



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

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

**23.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Phrases with Adjectives and Nouns

*Directions: Read the sentences. Underline the noun. Circle the adjective.*

*Then draw a picture to show what the sentence is telling about.*

1. Where is my red hat?

2. Look at that big dog!

**LANGUAGE STUDIO 2: THE MIDDLE AGES**

3. This is a funny car.

4. Sit by some green trees.

5. Put the soft pillow  
on a long bed.



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

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

**23.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Phrases and People

*Directions: Write the name of the person you and your partner chose for the interview.*

\_\_\_\_\_

Write four adjectives that describe that person.

\_\_\_\_\_

Write four nouns that describe that person.

\_\_\_\_\_

Put these adjectives and nouns together. Make at least two adjective–noun phrases.

\_\_\_\_\_

Draw a picture of the setting where your person lived. Think about details you can include.





## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Script Rubric

| <b>Excellent<br/>3 points</b>                                    | <b>Getting There<br/>2 points</b>                                             | <b>Needs Work<br/>1 point</b>                  |
|------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------|
| We have more than 5 questions.                                   | We have 5 questions.                                                          | We have less than 5 questions.                 |
| Every question has an answer.                                    | Most questions have an answer.                                                | Only some questions have an answer.            |
| All the questions end with question marks.                       | Most of the questions end with question marks.                                | Most questions do not end with question marks. |
| All the answers end with periods.                                | Most of the answers end with periods.                                         | Most of the answers do not end with periods.   |
| We used an adjective/noun phrase in one question and one answer. | We used an adjective/noun phrase in one question or one answer, but not both. | We did not use any adjective/noun phrases.     |



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

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

**24.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES****Interview Checklist***Directions: Use this checklist to help you in your interview.*

1. I am sitting straight up.

☐

Always

☐

Mostly

☐

Not yet

2. I am facing the audience.

☐

Always

☐

Mostly

☐

Not yet

3. I am speaking clearly and carefully.

☐

Always

☐

Mostly

☐

Not yet

4. I am speaking at a good rate of speed (not too fast and not too slow).

☐

Always

☐

Mostly

☐

Not yet

5. I am speaking with expression.

☐

Always

☐

Mostly

☐

Not yet

6. I am sitting straight up.

☐

Always

☐

Mostly

☐

Not yet

7. I am facing the audience.

☐

Always

☐

Mostly

☐

Not yet

8. I am speaking clearly and carefully.

☐

Always

☐

Mostly

☐

Not yet

9. I am speaking at a good rate of speed (not too fast and not too slow).

☐

Always

☐

Mostly

☐

Not yet

10. I am speaking with expression.

☐

Always

☐

Mostly

☐

Not yet

**LANGUAGE STUDIO 2: THE MIDDLE AGES****Interview: Evaluation**

*Directions: Answer the following question about your experience with the interview.*

1. What did you like best about the interview? Give details.

---

---

---

---

---

2. What was the hardest part of the interview for you? Why?

---

---

---

---

3. What would you do differently if you could do the interview again? Why?

---

---

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# Core Knowledge Language Arts

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# Core Knowledge Language Arts

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