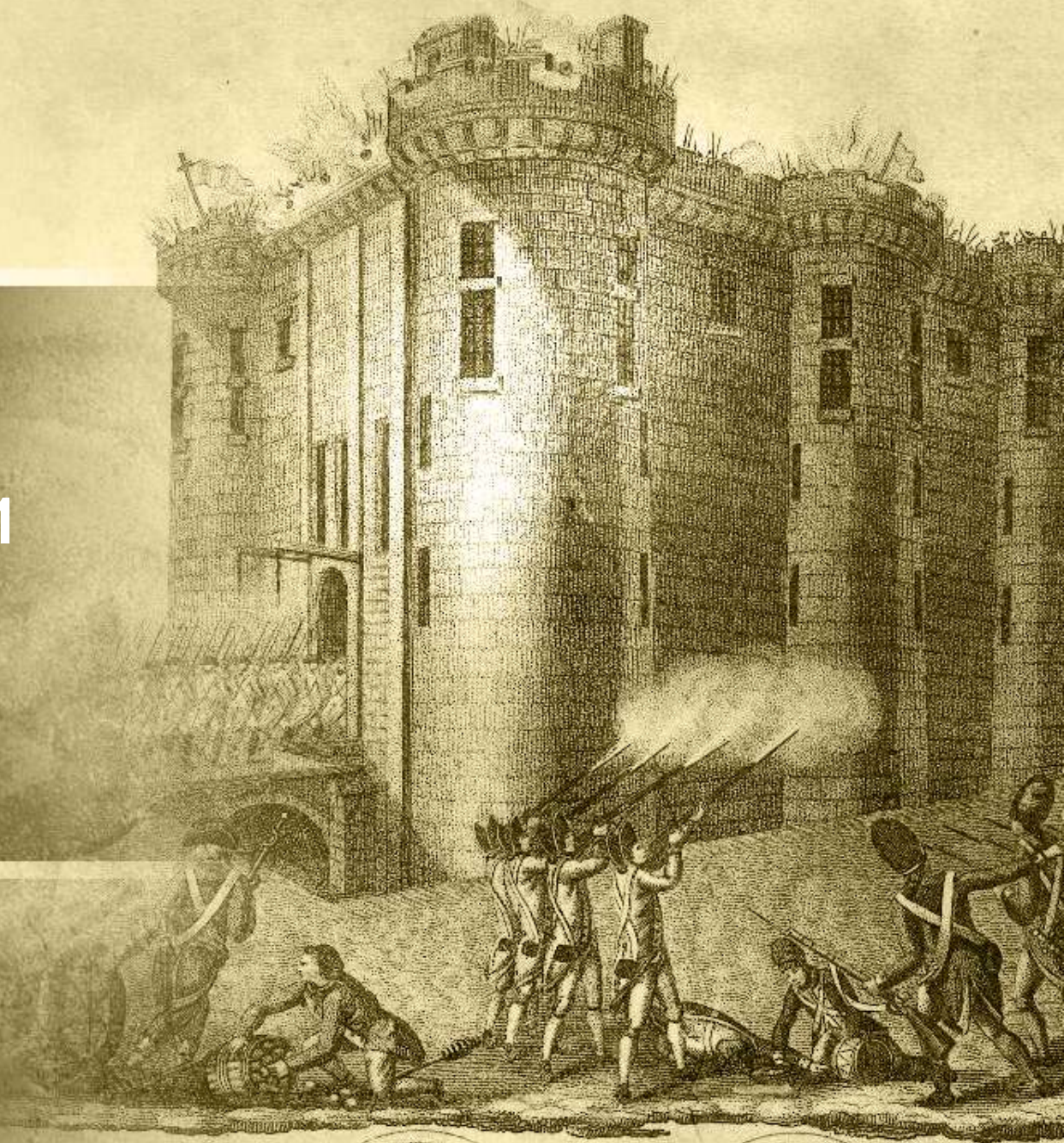


# Unit 2, Lesson 11

## Empires in the Middle Ages

### Part 1



- The BIG Question for today...

THE BIG QUESTION

**Why was King Henry II such an important English king?**





# Review

5 min.

What was the end result of the Battle of Hastings?

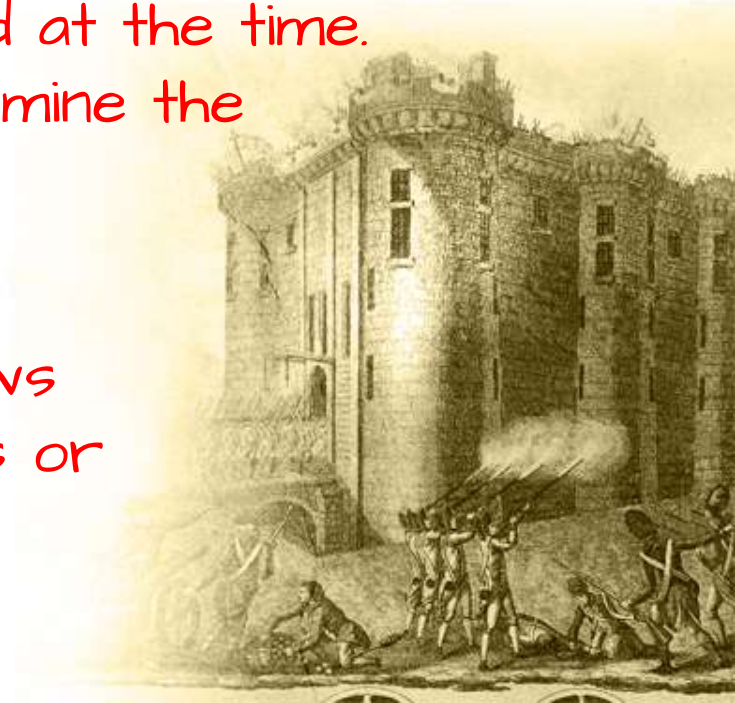
The Normans defeated the English army making William the Conqueror the King of England.

What was the Domesday Book?

A record containing information on the people and property that existed in England at the time. It was used by King William to determine the taxes he would collect.

What is the Bayeux Tapestry?

It is an embroidered cloth that shows the story of the Battle of Hastings or the Norman Conquest.



# Let's look at the vocabulary for this chapter. Activity

## Page 11.1

### Vocabulary for “Henry II and Law and Order”

1. **acquire**, *v.* to get (**acquired**) (58)
2. **mercilessly**, *adv.* done with cruelty or harshness (59)
3. **treason**, *n.* the crime of being disloyal to one's country (60)
4. **innocent**, *adj.* not guilty of a crime or other bad act (**innocence**) (60)
5. **restore**, *v.* to give back or put back into existence (60)
6. **reign**, *n.* the time during which a king, queen, or other monarch rules a country (61)
7. **appoint**, *v.* to choose someone to do a specific job (**appointed**) (61)
8. **sulk**, *v.* to be angry or upset about something (**sulking**) (62)
9. **assassination**, *n.* the act of killing a well-known or important person (62)
10. **pilgrim**, *n.* someone who travels for religious reasons (**pilgrims**) (62)



# Lesson Wrap Up

Why was he so important?

*King Henry accomplished many things during his reign, including instituting a tax on nobles, reforming the judicial system, and trying to reduce the power of the Church.*

How did King Henry II reform the judicial, or court, system?

*He eliminated trial by ordeal, established circuit courts, and helped develop common law, or the law of the land, based on decisions made by circuit court judges.*

What events led to the assassination of Thomas Becket?

*King Henry became frustrated with Thomas Becket for not agreeing with him to reduce the power of the Church. At a royal dinner attended by many nobles, King Henry said, "Will no one rid me of this troublesome priest?" After that, four knights who had heard the king's remarks killed Thomas Becket in Canterbury Cathedral.*



# Lesson Wrap Up

Do you think King Henry II was responsible for the killing of Thomas Becket? Why or why not?

*He never REALLY called for the assassination.*

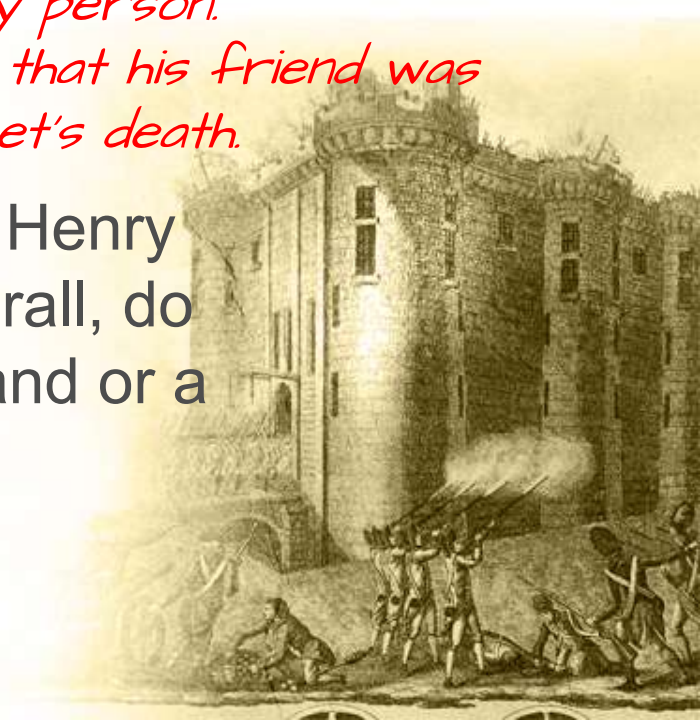
*He is powerful and people listen to him, so when he jokingly said that people took him seriously.*

How did the pope and King Henry each respond to Thomas Becket's death?

*The pope declared Thomas Becket a very holy person.*

*King Henry was upset and felt it was his fault that his friend was killed, and he never forgave himself for Becket's death.*

You read about some positive things King Henry did and some negative things he did. Overall, do you think he had a positive effect on England or a negative effect?

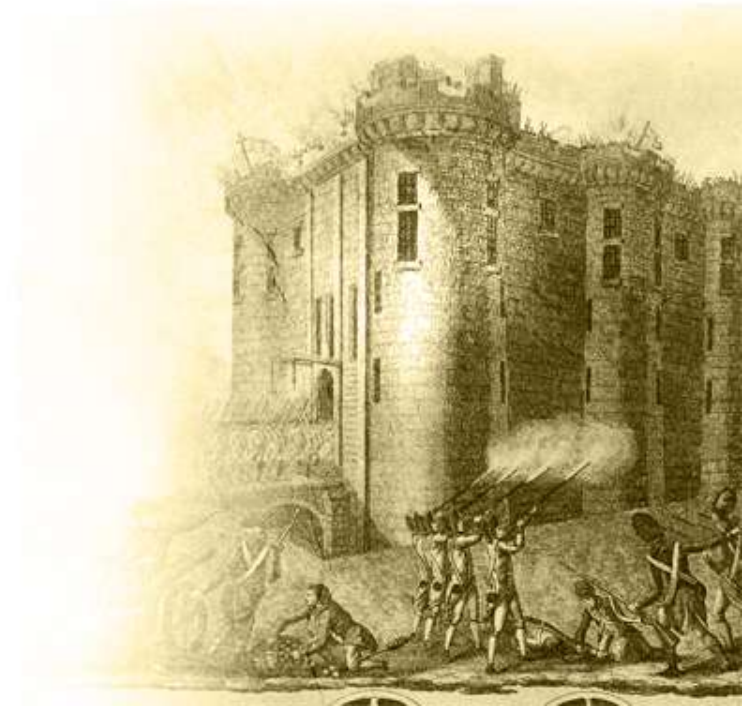


# Morphology

Today, we are going to talk a bit about word parts: roots usually come from the Greek or Latin language and can appear in different place in a word

The root “arch” means “ruler” and comes from the Greek word *archos*. Many words can be made from this root; sometimes it is pronounced /arch/ and sometimes /ark/ depending on the context it is being used.

We are going to use the chart on the next slide to talk a bit more about the root “arch”.





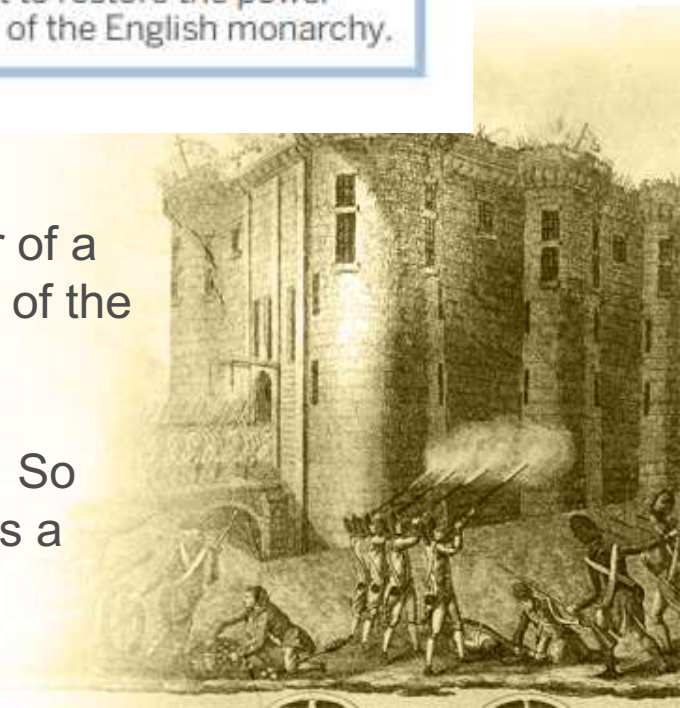
# Morphology

## Root *arch*

| Pronunciation  | Example Words from the Reader | Meaning of <i>arch</i>               | Example Sentence from Text   |
|----------------|-------------------------------|--------------------------------------|--|
| arch<br>/arch/ | archbishop                    | ruler; chief or main; most important | To help him do this, he appointed Thomas to the position of archbishop of Canterbury. This meant that Thomas had become the most powerful Church leader in all of England. |
| arch<br>/ark/  | monarchy                      |                                      | By the time he died in 1189, Henry II had done a lot to restore the power and authority of the English monarchy.   |

The Greek root “arch” is usually found in nouns. Let’s look at the word archbishop. A bishop is the leader of a church. Archbishop means that this person is the leader of the bishops of the churches. The most powerful bishop.

Look at the word, monarchy. “Mon” means one or single. So monarchy means one person ruler – King of England was a monarchy.





# Morphology

Let's take a look at a few of these “arch” words before you complete Activity Page 11.3.

| Word      | Meaning  | English Root Word                                  | Sentence   |
|-----------|--|--|--|
| archduke  | (noun) a duke of the highest rank; the most important duke   | duke   | The <u>archduke</u> was just below the king in importance.   |
| archrival | (noun) a chief or main rival or opponent   | rival  | The lord prepared for an important battle against his <u>archrival</u> ; he spared no expense in arming his knights. |
| anarchy   | (noun) a situation not controlled by rules or laws and without a leader                                    | N/A  | The cafeteria was in a state of <u>anarchy</u> ; kids were throwing food and yelling at each other.                  |
| hierarchy | (noun) a system in which people are placed into social classes of different levels of power and importance | N/A  | The <u>hierarchy</u> in the Middle Ages gave the lords power and control over the serfs.                             |
| matriarch | (noun) a woman who controls a family, group, or government   | N/A<br>Latin prefix <i>matri-</i> meaning “mother” | My grandmother is the <u>matriarch</u> at my house; what she says is the law of the land.                            |
| patriarch | (noun) a man who controls a family, group, or government   | N/A<br>Latin prefix <i>patri-</i> meaning “father” | Steve's grandfather is the <u>patriarch</u> of his family.   |



# Language

## Grammar

Today, we will focus on sentences. Sentences begin with a capital letter and end with a punctuation mark (usually a period). Sentences have two parts: a subject and a predicate. Subjects and predicates are a way we can group sentence parts.

*The subject of the sentence tells the who or what the sentence is about. The subject is a noun (person, place, or thing) or a pronoun (word that takes the place of a noun: he, she, it). The predicate of the sentence tells what the subject is doing and usually begins with a verb. The predicate may contain additional words (adverbs) or other words that gives the reader more details about what is being done or will be done in the sentence.*

Let's read the Subject / Predicate poster together.



# Language

Today, we will focus on sentences. Sentences begin with a capital letter and end with a punctuation mark (usually a period). Sentences have two parts: a subject and a predicate. Subjects and predicates are a way we can group sentence parts.

| SUBJECTS AND PREDICATES POSTER                                       |   |
|--|---|
| <b>Sentences have subjects and predicates.</b>                       |   |
| <b>Subject:</b> tells who or what the sentence is about              |   |
| <b>Nouns:</b> words that name people, places, or things              |   |
| <b>Common noun:</b> general person/<br>place/thing (not capitalized) | <b>Proper noun:</b> specific person/<br>place/thing (capitalized)   |
| <b>Adjectives:</b> words that describe nouns                         |   |
| <b>Predicate:</b> tells what the subject is doing, did, or will do   |   |
| <b>Verbs:</b> words that show action or a state of being             |   |
| <b>Action verb:</b> shows action                                     | <b>Linking verb:</b> connects the<br>subject to word(s) in the predicate<br>that describe the subject (does<br>not show action) |
| <b>Adverbs:</b> words that describe verbs                            |   |





# Language

Let's read the following sentences to identify the subject and predicates of the sentences.

n                      v  
Nobles | built castles for themselves.

What is the subject of the sentence? The who or what of the sentence?

What is the verb in the sentence? The action of the nobles.

This line separates the subject from the predicate (the who or what from what they're doing) The subject is nobles, and the predicate is "built castles for themselves." Let's do the same thing for the other sentences.

n                      v  
They | formed their own armies.

n                      v  
The Middle Ages | was a time of conflicts and hardships.

n                      v  
The Church | became important to people for stability and hope.



# Activity page 11.2

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

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

11.2

ACTIVITY PAGE

## Subjects and Predicates

*For each sentence, draw a vertical line separating the subject and predicate. Underline the entire subject. Draw a wiggly line under the entire predicate.*

1. The English soldiers faced a large, well-equipped Norman army.
2. The Normans had approximately 10,000 men.
3. London Bridge was the only way across the river into the city.
4. A number of important English lords surrendered and vowed to be loyal to William.
5. William, Duke of Normandy, became King William I of England.
6. Skillful archers in your family help you train to be an archer, too.
7. William invited many people from France to settle England.
8. French and Old English blended together over time and became Middle English.
9. Chaucer wrote *The Canterbury Tales* in Middle English.
10. King Henry appointed Thomas Becket as archbishop of Canterbury.

Let's do the first couple sentences together and then you will work on the rest on your own.

