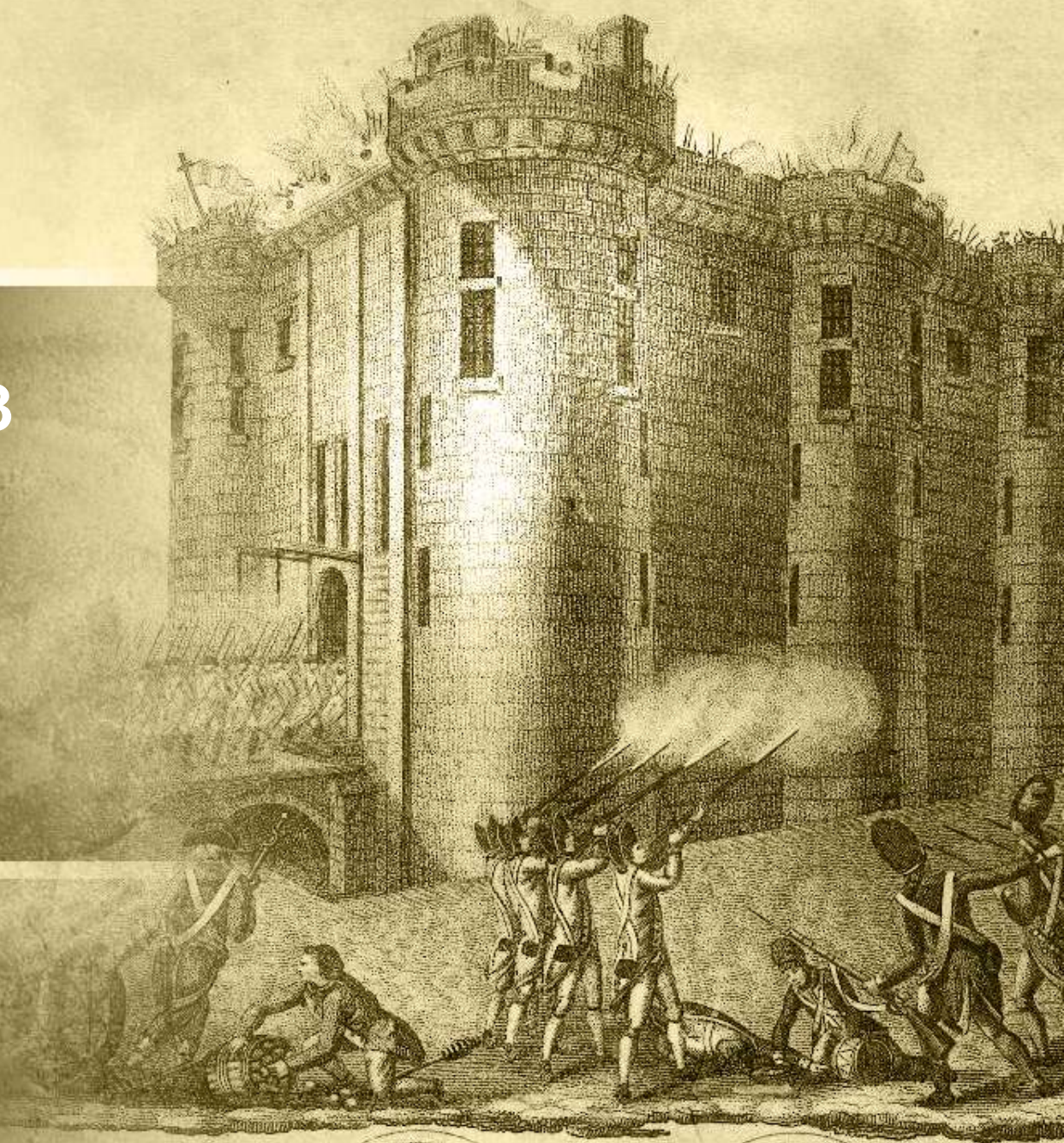


Unit 2, Lesson 13

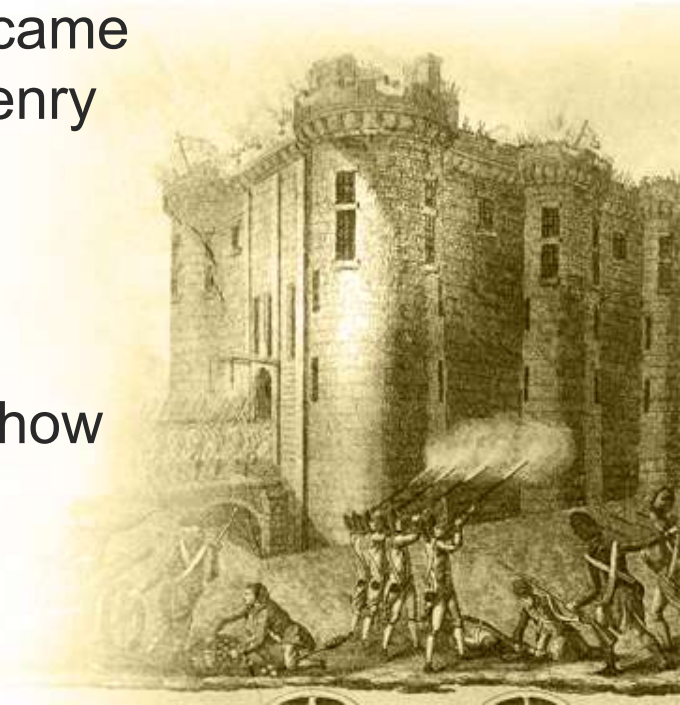
Empires in the Middle
Ages
Magna Carta

Part 1

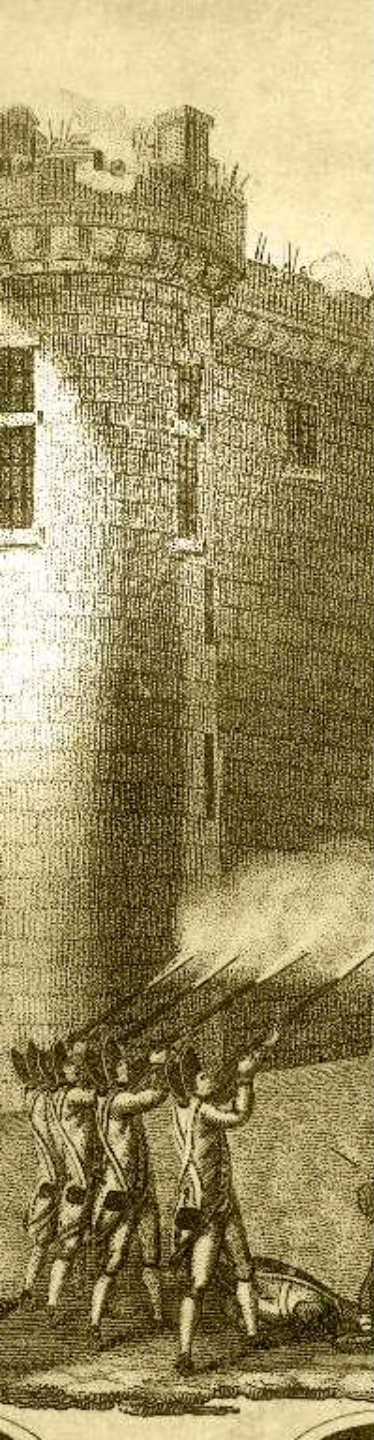


Review

- You have already learned about several kings who reigned in England during the Middle Ages.
- How did William the Conqueror become king of England?
- About 67 years after William the Conqueror died, his great-grandson, King Henry II, became king of England. What changes did King Henry II make to the court system?
- After King Henry II died, his son Richard I became king. What was his nickname and how did he acquire that name?



Activity Page 13.1



succeed, v. to follow or replace someone in a position of power

ancestral, adj. related to a person's relatives from long ago

unsettling, adj. making people nervous, worried, or upset

inevitable, adj. will happen and can't be stopped

consult, v. to ask someone for advice or information

humiliation, n. a feeling of embarrassment and shame

ballad, n. a simple song, usually telling a story (ballads)

- The BIG Question for today...

THE BIG QUESTION

Why is Magna Carta such an important document?

Turn to Chapter 8 and follow along as I read aloud.



Discuss the Chapter/Wrap Up (10 min.)

1. What does wayward mean? Why did the author choose the word wayward to describe King John in the title?

1. Why is Magna Carta considered to be one of the most important documents in English history?



Word Work

In the chapter, you read, “A major conflict was inevitable.”

Inevitable means “will happen and can’t be stopped.”

When you are learning to do something new, making mistakes is inevitable.



Can you think of some inevitable consequences of not getting enough sleep? Be sure to use the word inevitable in your response.

Can you think of a sentence using the word **inevitable**?

For the next activity you will be working with a partner. One student will describe a situation in which there is a good chance something could go wrong. The partner will respond by describing the inevitable consequences of that situation.



For example, one student might say, “Carrying too many heavy books at one time.”

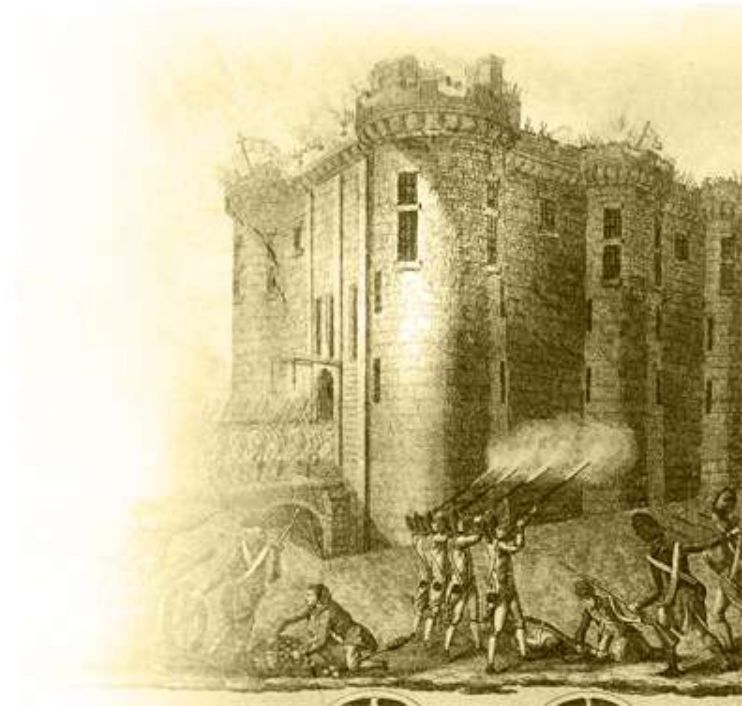
The partner would say, “If I carry too many heavy books at one time, it is inevitable that I will drop one or more.”

Then switch roles.



Writing

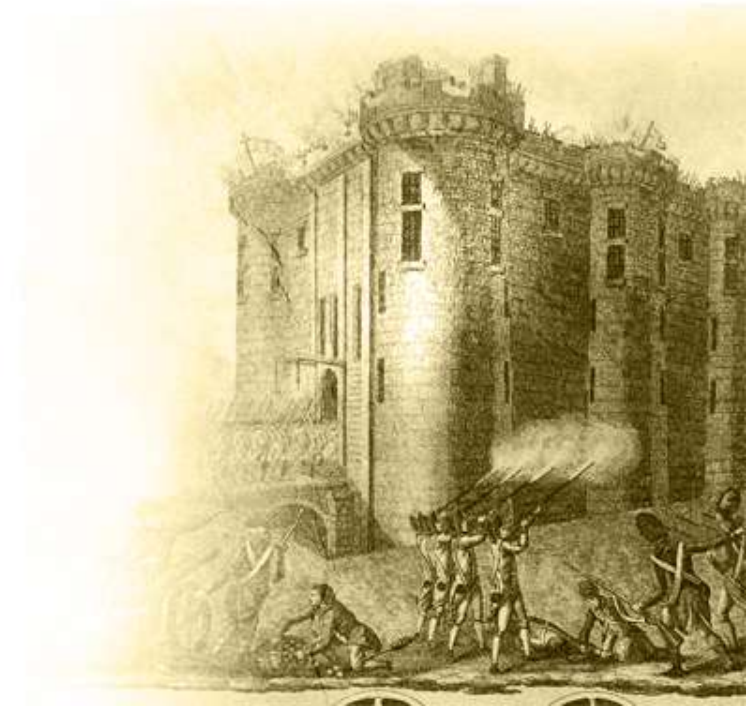
Let's finish the chart that you were working on yesterday. You should have at least 1 reason already on your chart. I need you to take the next 5 minutes to get all 3 reasons written in your chart.



Activity Page 10.3

Look back at the orange chart that we completed about lords. What is the next step in completing our chart?

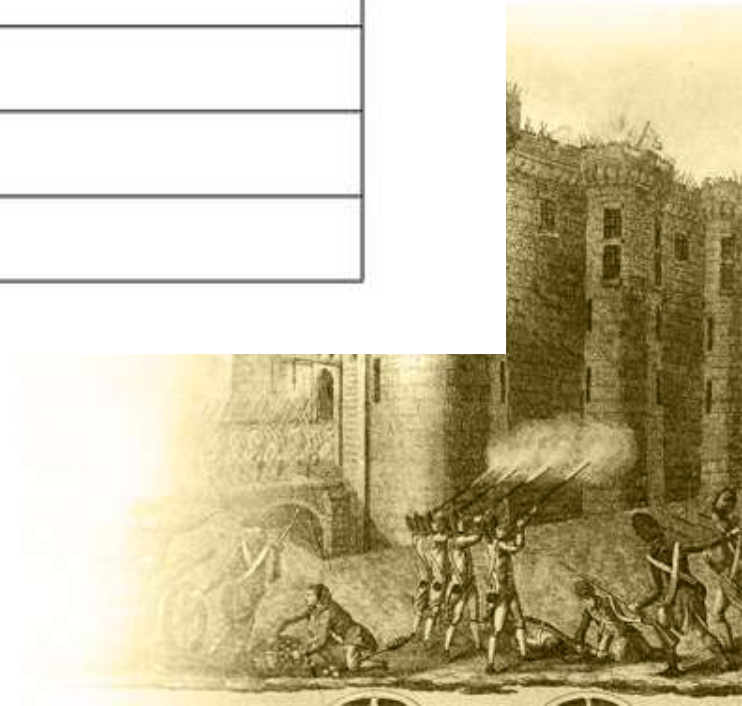
Yes! Now you need to
write your own
sentences to complete
this chart.



- Let's talk about the structure of a persuasive paragraph.

Draft a Persuasive Paragraph

| Checklist: | Completed? |
|------------------------------------|------------|
| 1. State an opinion | |
| 2. Reason #1 to support opinion | |
| 3. Reason #2 to support opinion | |
| 4. Reason #3 to support opinion | |
| 5. Transitions included, as needed | |
| 6. Concluding sentence | |



Model Topic Sentence: If I lived during the Middle Ages,
I would choose to be a lord.

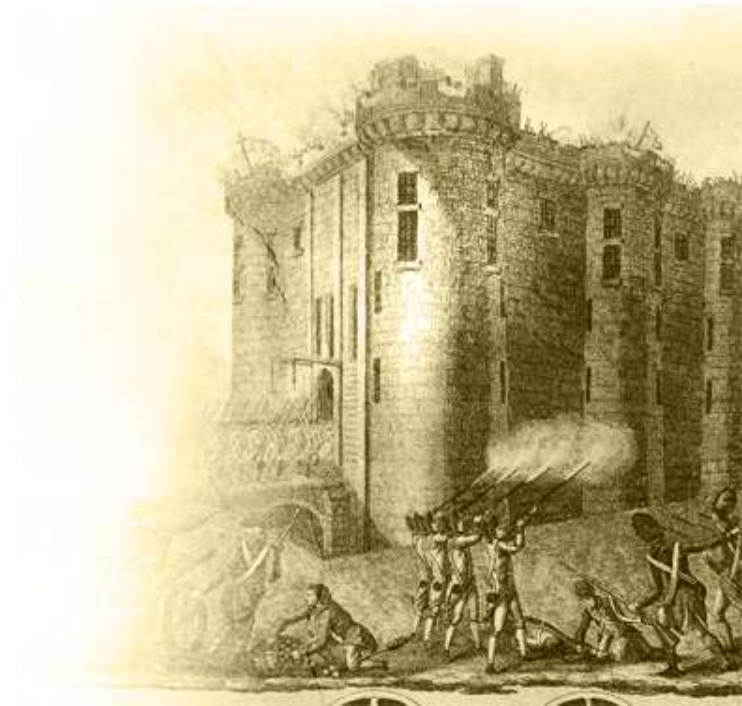
As you can see, I stated my
opinion!



There are a few more things to consider including in their persuasive paragraph.

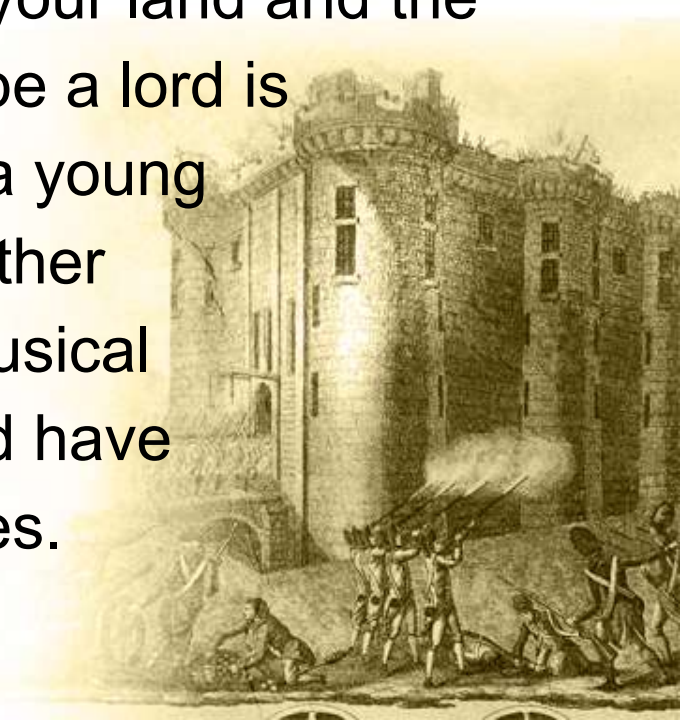
Transition words and phrases are helpful for making sentences flow nicely in a paragraph. It is important to vary how each sentence in a paragraph starts so the reader does not lose interest.

- In addition,
- First,
- Second,
- Lastly,
- Finally,



An example of a complete paragraph:

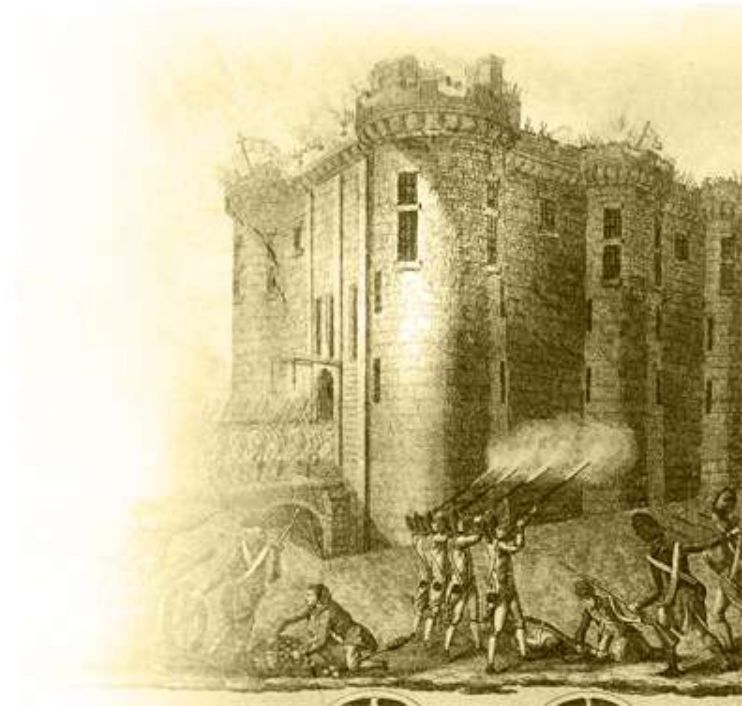
If I could choose to be someone who lived during the Middle Ages, I would choose to be a lord. I would choose to be a lord because I would have protection. Knights protected the lord, his family, and the serfs who were loyal to him. Another reason that I would want to be a lord is because I would live in a nice house. As a lord or lady you lived in a very nice house that sat above your land and the serfs. The last reason I would choose to be a lord is because I would live a privileged life. At a young age lords learned to read, write, and do other skills like horseback riding or playing a musical instrument. For all these reasons, I would have wanted to be a lord during the Middle Ages.



Your Turn!

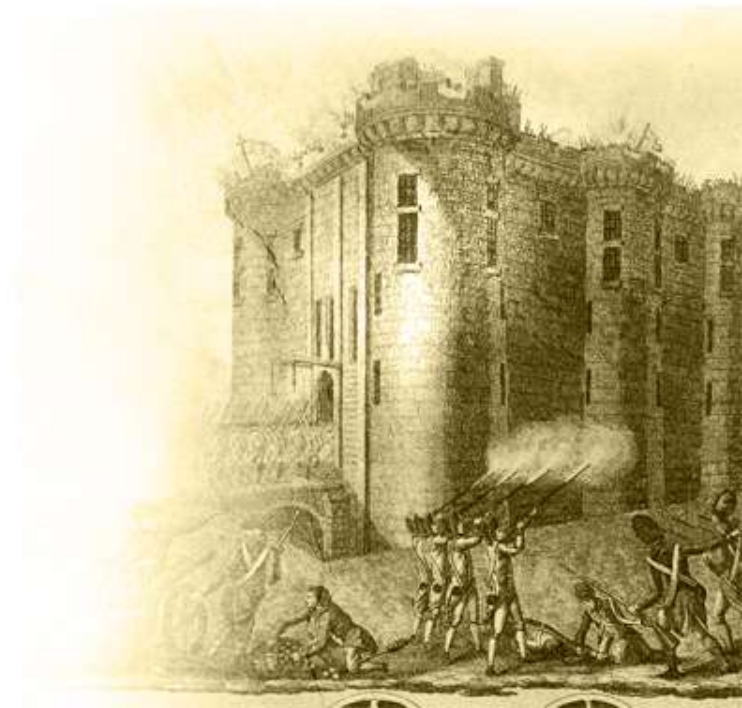
Now it is your turn to start writing the rest of your persuasive paragraph.

Use the example that we created as a model for your own writing!



A concluding sentence retells the opinion sentence in a different way. The concluding sentence is the writer's last chance to convince readers that they should have the same opinion as the writer.

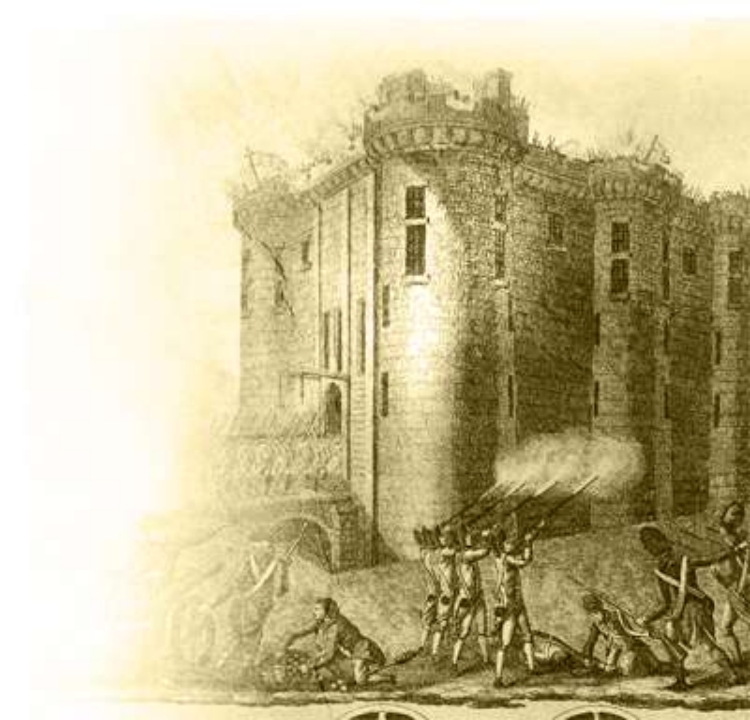
- It is clear to me...
- I am convinced that...
- For these reasons...
- Based on all of these facts...



Wrap-Up

Persuasive Paragraph Rubric

| | Exemplary | Strong | Developing | Beginning |
|-------------------------------|--|---|---|--|
| Introduction | Sentence clearly expresses an opinion in the student's own words | Sentence states an opinion | Sentence loosely expresses an opinion | Sentence does not state an opinion |
| Body | All details in supporting sentences provide reasons that reinforce the opinion and incorporate vivid, showing language | Most details in supporting sentences provide reasons that reinforce the opinion | Some details in supporting sentences provide reasons that reinforce the opinion | Few or no details in supporting sentences provide reasons that reinforce the opinion |
| Conclusion | Sentence clearly expresses an opinion in the student's own words | Sentence states an opinion | Sentence loosely expresses an opinion | Sentence does not state an opinion |
| Structure of the piece | Excellent transitions so that all supporting sentences flow smoothly | Some transitions between supporting sentences | A few transitions between supporting sentences | No transitions between supporting sentences |
| | All information has been paraphrased | Most information has been paraphrased | Some information has been paraphrased | Little or no information has been paraphrased |



Wrap-Up (5 Min.)

| Editing Checklist | After checking for each type of edit, place a check here. |
|--|---|
| Meaning | |
| Is correct grammar used? | |
| • Sentences are complete with subject and predicate. | |
| • Adjectives and adverbs are used correctly. | |
| Is vivid vocabulary used? | |
| • Sentences are showing, not telling. | |
| Capitals | |
| Is capitalization appropriately applied? | |
| • All sentences begin with a capital letter. | |
| • All proper nouns are capitalized. | |
| Spelling | |
| Are words spelled correctly? | |
| • Taught spelling words and morphology are spelled accurately | |
| • The student has been supported in identifying other misspellings to be looked up in reference sources as needed. | |
| Punctuation | |
| Is punctuation appropriately applied? | |
| • All sentences have appropriate ending punctuation | |
| • Commas and quotation marks are used correctly for the ways they have been taught. | |

You will finish activity page 13.2 at home. This is activity page 13.4. Please review this page with your parents and make sure you include these things in your writing.

