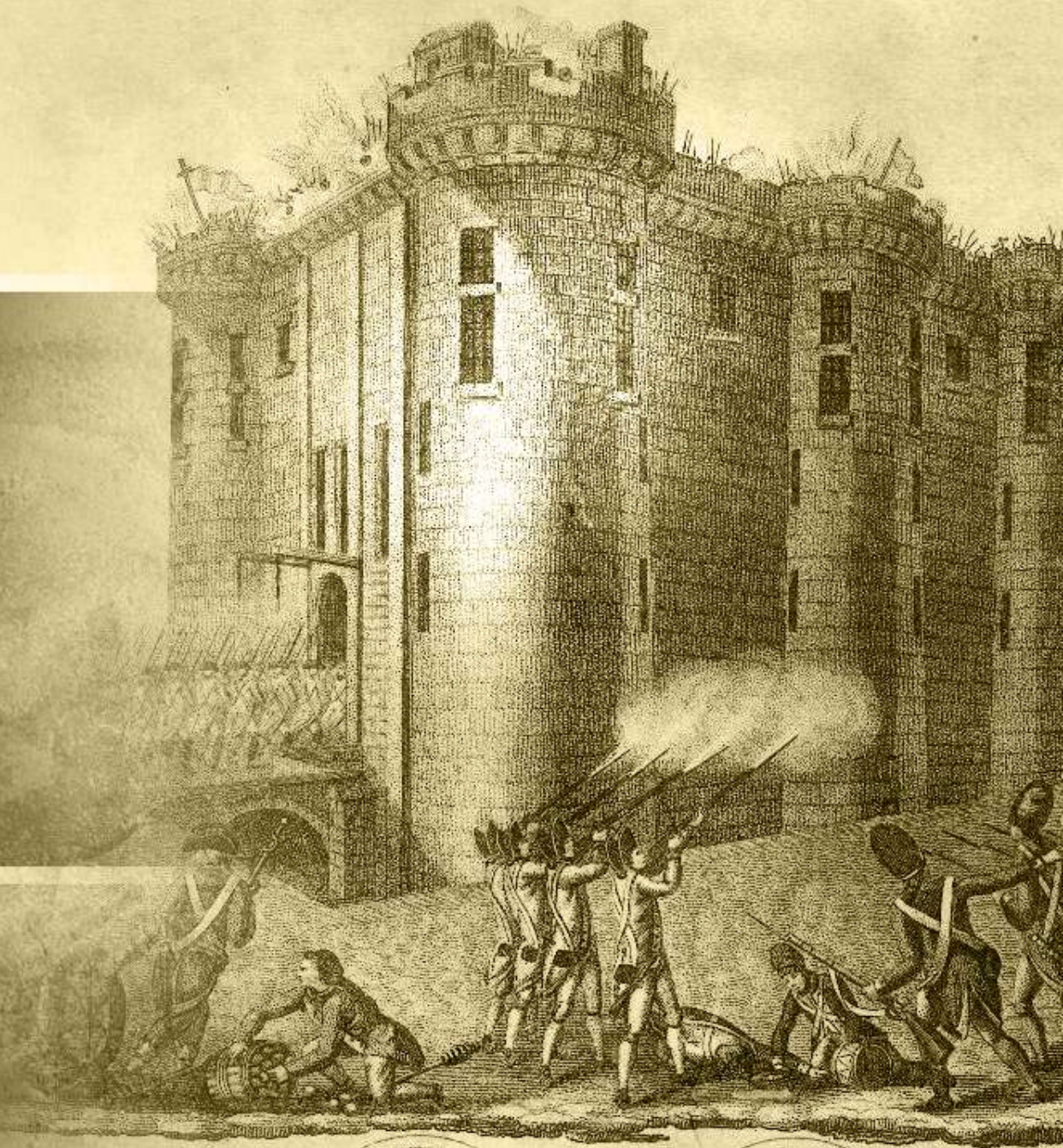


Unit 2, Lesson 3

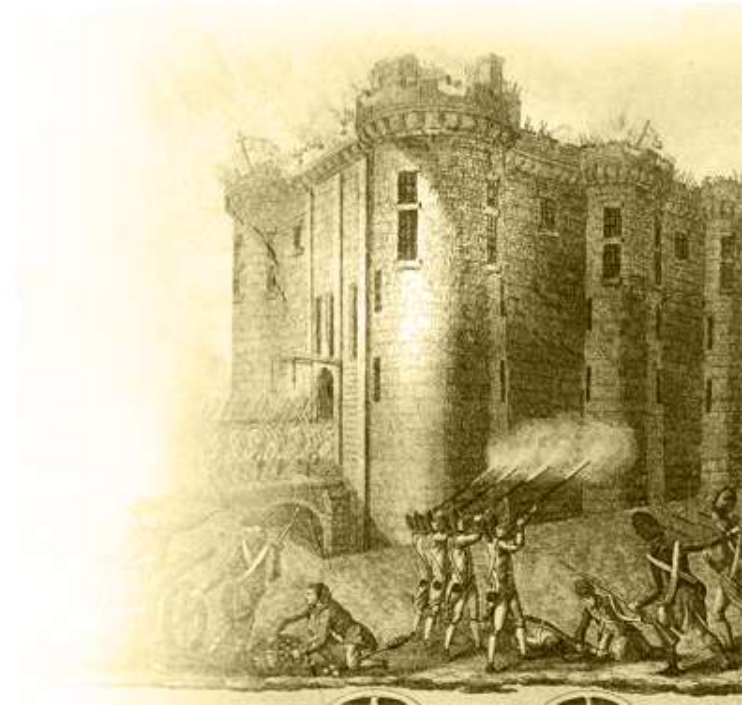
Empires in the Middle Ages

Part 1



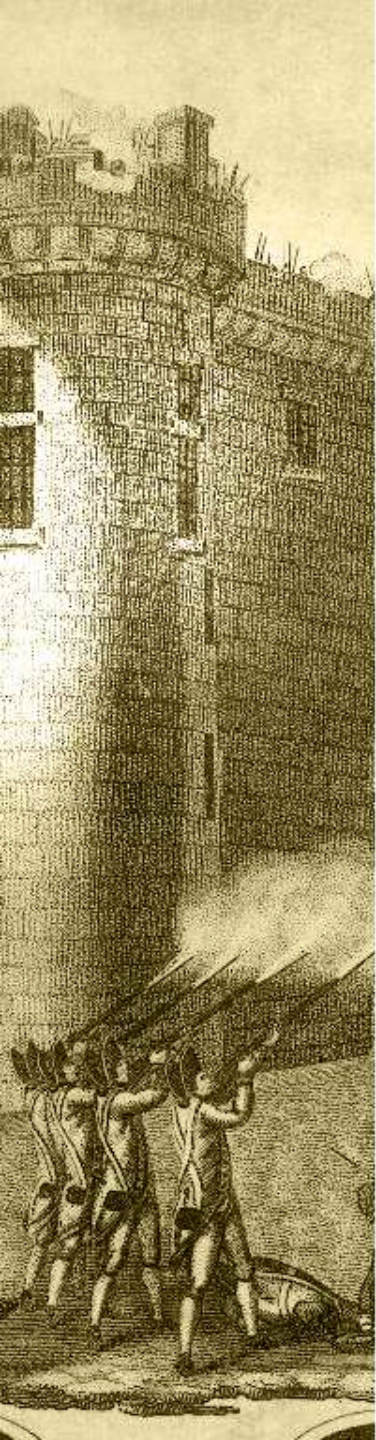
Close Reading: Chapter 2

- First, let's review Activity Page 2.7, which was assigned for homework.
- Do you have any questions about the excerpt “If You Were a Boy Serf?”



Chapter 2

- We will reread chapter 2, “To the Manor Born.”
 - Turn to the Table of Contents and raise your hand when you can tell me what page we need to turn to.
 - I would like someone to read **The Big Question** at the beginning of the chapter.
- **How were the lives of serfs and lords different from one another?**

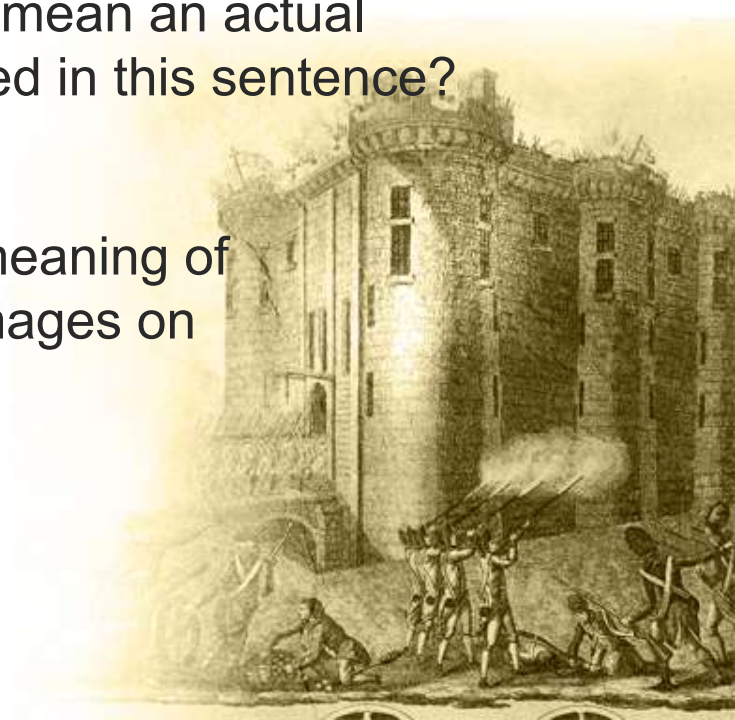


Close Reading: “To the Manor Born”

- First, silently read the first paragraph on page 10.
- Look at the sentence *“If you lived during the Middle Ages, your life followed one of a few set paths.”*

The word path has a few different meanings. A path is an actual track on the ground on which people and animals can walk. As it is used in this sentence, however, it does not mean an actual track on the ground. How is the word path used in this sentence?

What words or phrases provide clues to the meaning of privileged? What clues do you get from the images on pages 10 and 11?



Page 10

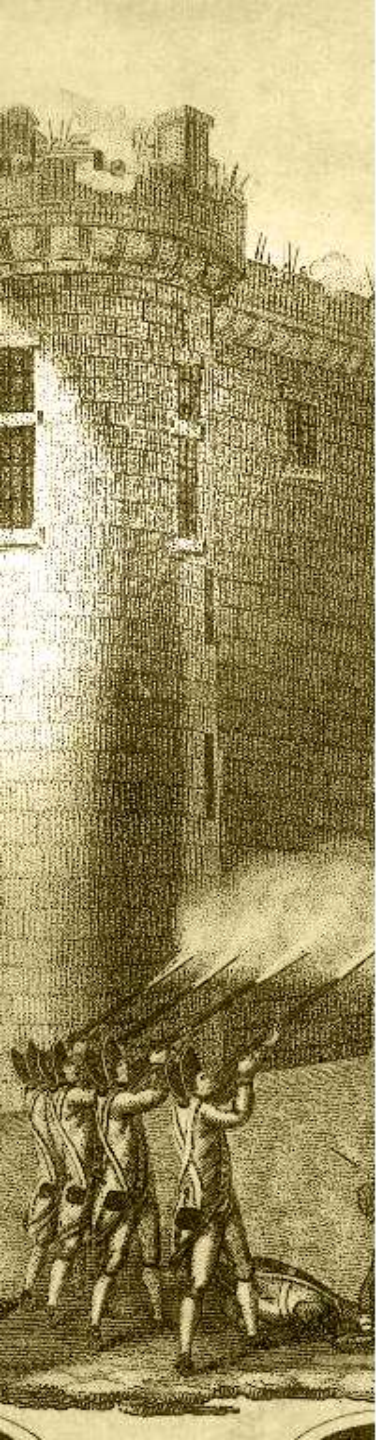
- Now, read the second paragraph on page 10.

The text says, *“In the early Middle Ages, nearly everyone in Europe worked on the land.”* The author uses the phrase nearly everyone to mean almost every person.

“Worked on the land” means that they performed work outside, such as farming, tending to the animals, etc.; they did not work in a shop or a factory.

What do you think the author means by “nearly everyone in Europe worked on the land”?

What do you think the few who did not “work on the land” do?



Close Reading

- **Now, turn to page 11 and locate the final sentence of the first paragraph. I will read that sentence aloud first.**

The lord also controlled the lives of most of the people who worked for him.

- **You reread the sentence silently.**

1. What does the word controlled mean in this sentence?
2. How were the lives of lords and serfs different from one another in the Middle Ages?

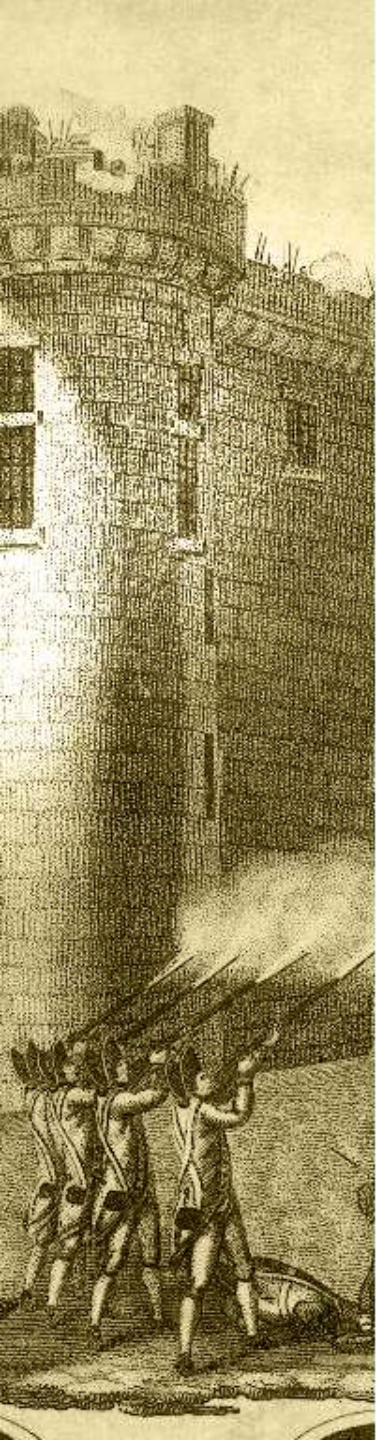


Page 12

- **Now, silently read the third paragraph on page 12.**
- When the text says “serfs paid taxes to the lord,” it means they gave him money, crops, and livestock as payment for living on his land. •
- **Now, silently read the first sentence in the last paragraph on page 12.**

If crops failed or illness struck, people during the Middle Ages struggled to survive.

1. Based on the entire sentence, what do you think it means when the text says, “If crops failed”?
1. Which part of the sentence gives you a clue about the meaning of the phrase crops failed?



Page 13

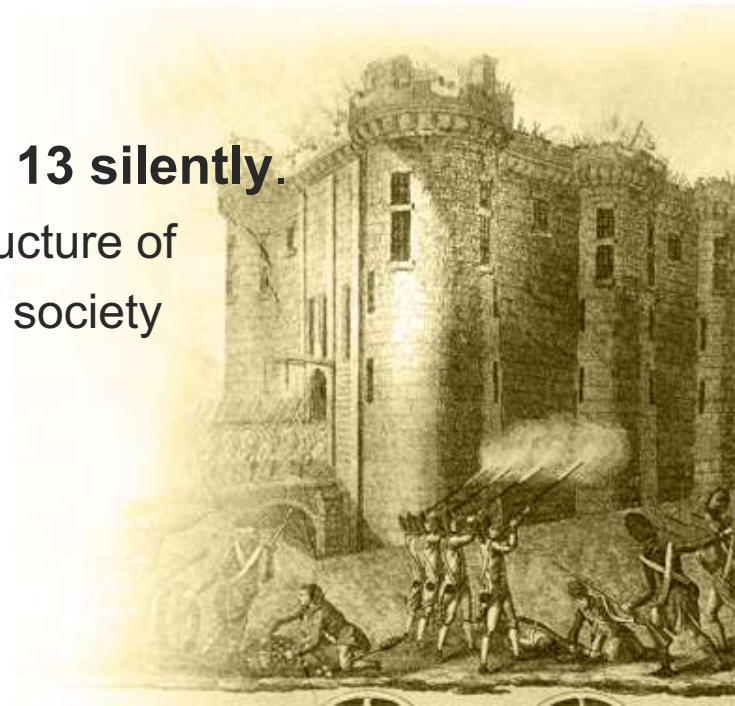
- **Let's read this page aloud.**

The author says, “Even when food supplies were low, serfs were not allowed to hunt in the lord’s forests. However, to avoid starving, people sometimes hunted illegally.” The author uses the word however in the second sentence to signal a contrast or difference taking place. Taken together, what do these two sentences mean?

- **Now, read the last paragraph on page 13 silently.**

1. In this paragraph, the author describes the structure of society in the Middle Ages. How was medieval society structured?

2. Why was it structured in this way?



Page 14

- I will read the first two sentences on page 14 aloud.
- *From an early age, you work a full day. You wake up just before sunrise and go to sleep when it is dark.*

1. What did working a full day mean for a boy serf?

1. Look at the image at the bottom of page 14 and its caption. Based on what you read in the text, what season is shown in this image? How do you know?



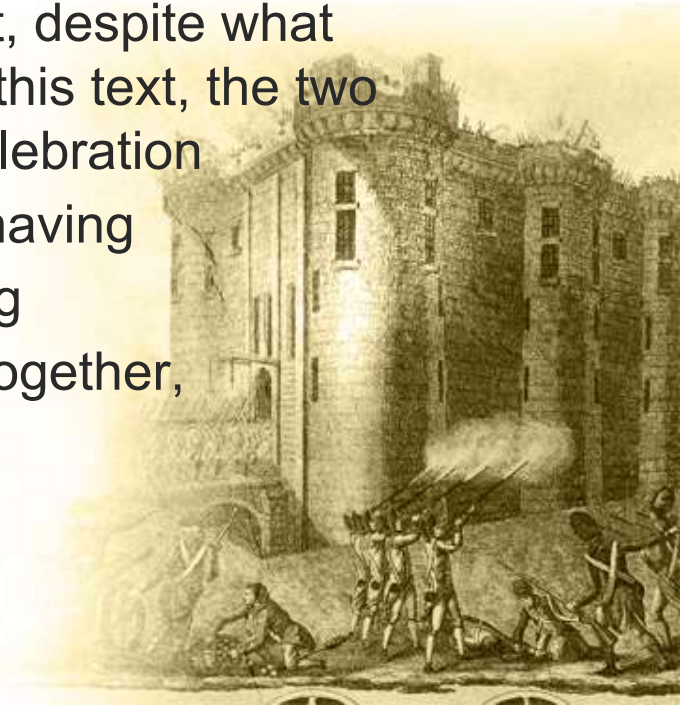
Boy serf chasing birds away from crops

Page 15

will read aloud the first two sentences of the first full paragraph on page 15.

“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.”

The word nevertheless is used as a signal that, despite what was just described, something will happen. In this text, the two sentences say, “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.” Taken together, what do these two sentences mean?



Page 15

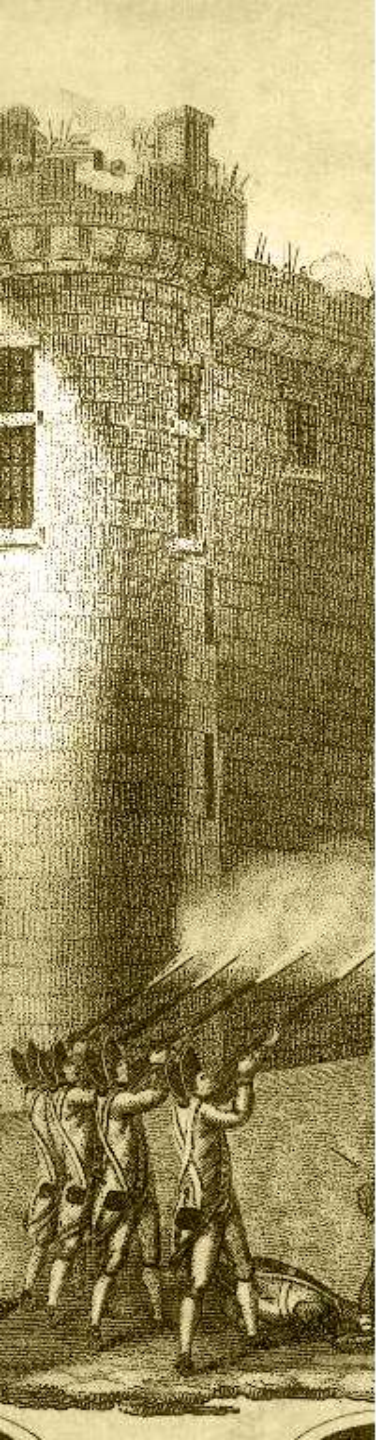
When the author says, “*Your parents find it difficult to make ends meet,*” he or she is using an idiom. An idiom is a phrase whose meaning is different from the literal meaning of the words used in the phrase.

Do you know what this idiom means?

An idiom is a literary device. Literary devices are types of figurative language to better explain an idea, bring more attention to a particular event, encourage the reader to feel a certain way, clarify a point, illustrate a scene, or add to a description. Authors also use literary devices simply to make the text more interesting or engaging.

What is another literary device that we learned about in the first unit?

Hint: we use them to compare things!



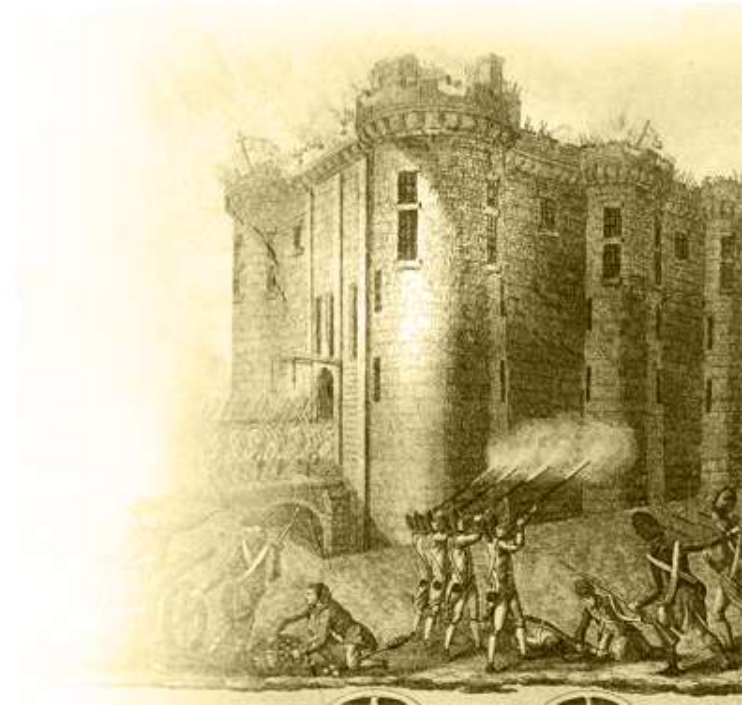
Word Work: Loyal

1. In the chapter, you read, “Freemen and serfs had to be loyal to their lord.”
2. Loyal means “showing complete faithfulness and support.”
3. Even when Charlotte made new friends at school, she remained loyal to her best friend, Olivia.
4. Based on the definition and the two sentences, what part of speech do you think the word loyal is?
5. What are some examples of people or things that are loyal?



Informational Writing

- I will show you how to use your notes from the Lords and Serfs Graphic Organizer on Activity Page 2.6 to compose an informative paragraph describing the life of a lord during the Middle Ages.
- Let's look at the next slide to review the parts of a good informational paragraph.



ELEMENTS OF AN INFORMATIVE PARAGRAPH POSTER

Elements of an Informative Paragraph:

- topic sentence (introduces what you will describe)
- two or three detail sentences (uses five senses/sensory details and vivid language)
- concluding sentence (emphasizes the importance of topic from topic sentence)

A good topic sentence states the main point of your paragraph.

- specific subject
- specific attitude or feeling about the topic/why it is important enough to write about

Good Detail Sentences Include:

- sensory details: use “showing sentences” not “telling sentences”
- vivid language/picture in mind
- setting of topic/people’s feelings toward topic

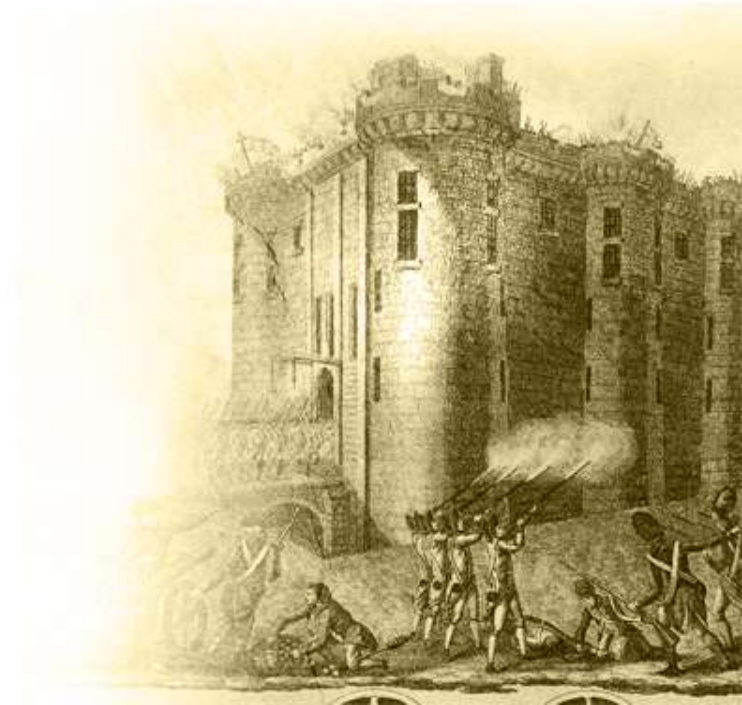
A Good Concluding Sentence:

- retells topic sentence in a different way
- leaves reader with a BAM/zinger/something memorable



Watch!

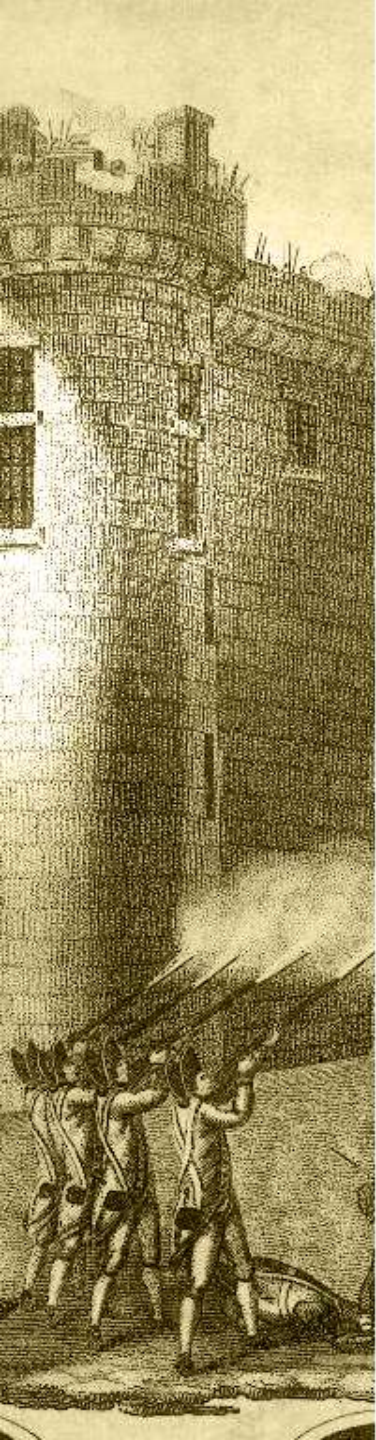
- Watch as I model how to form a topic sentence. Let's look at our graphic organizer again.
- A topic sentence is the main idea. What is one of the most important ideas about Lords in your graphic organizer?



Topic Suggestions

- A great sentence starter begins with the topic of this unit.
- Here are a few possibilities:
 - **In Europe in the Middle Ages, a lord was a powerful member of society.**
 - **During the Middle Ages, lords had most of the money and power.**
 - **During the Middle Ages, a lord controlled the land and the people who worked on it.**

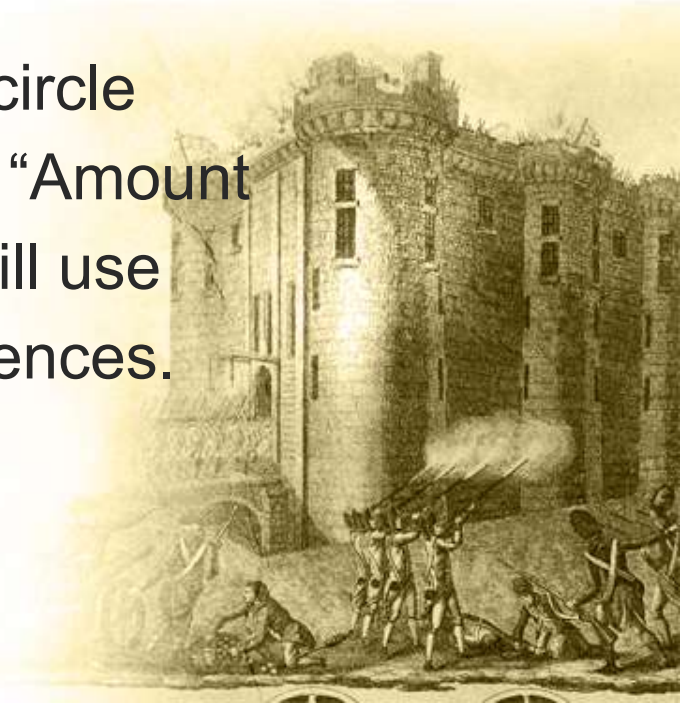
Let's copy down our topic sentence on paper before we move on



Detail Sentences & Transition Words

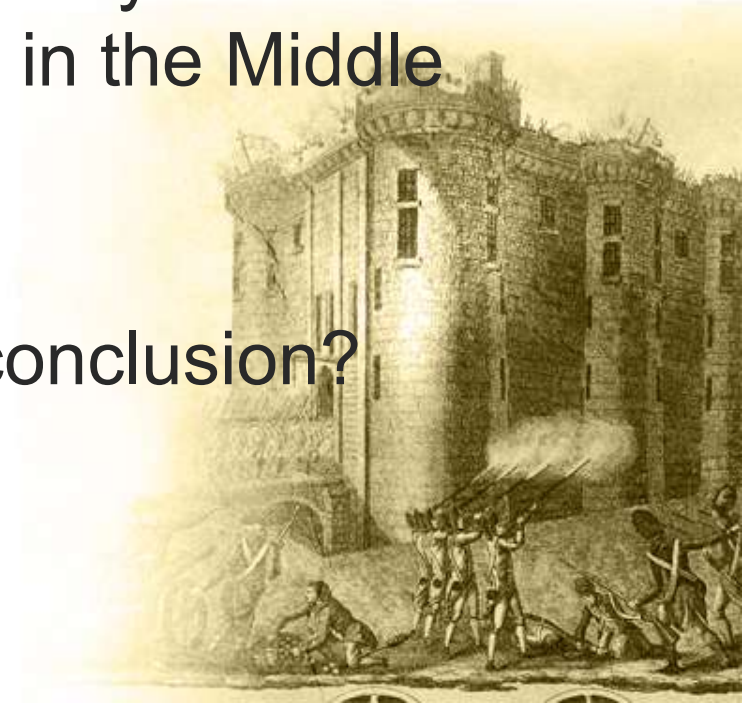
There are 5 categories on the graphic organizer, but we should choose the **3 most interesting categories** (those that have the most information next to them in the graphic organizer) to transform into detail sentences.

For example, “Clothing” and “Food” have very few notes, so we would not choose those categories for our detail sentences. Let’s circle the category labels “Homes,” “Work,” and “Amount of Power” on the graphic organizer. We will use these categories to inspire our detail sentences.



Concluding Sentence

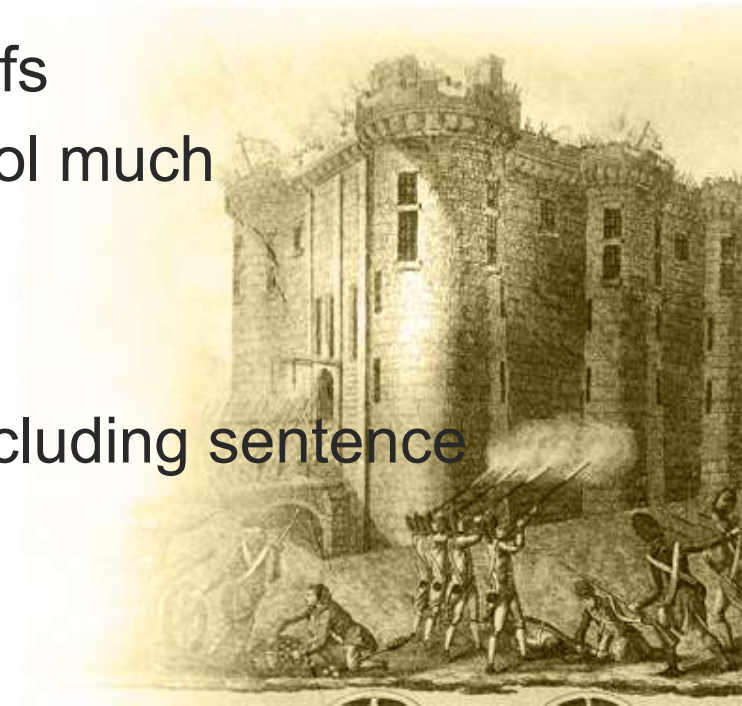
- A concluding sentence retells the topic sentence in a different way.
- The concluding sentence should be something that makes the reader remember the topic of the paragraph (what you are describing; in this case, lords in the Middle Ages).
- What could we write for our conclusion?



Other ideas...

- Possible Conclusions:
 - Lords were high up in society.
 - Lords were powerful members of medieval society because they had most of the land and money.
 - Lords were more powerful than serfs because they had the right to control much of the serfs' lives.

Finish your paragraph off with a concluding sentence on your paper.



Lesson Review and Wrap Up

- Let's read the drafted paragraph aloud.
- Describe the elements of the informative paragraph we drafted. Let's find the topic, details/evidence, and conclusion.

