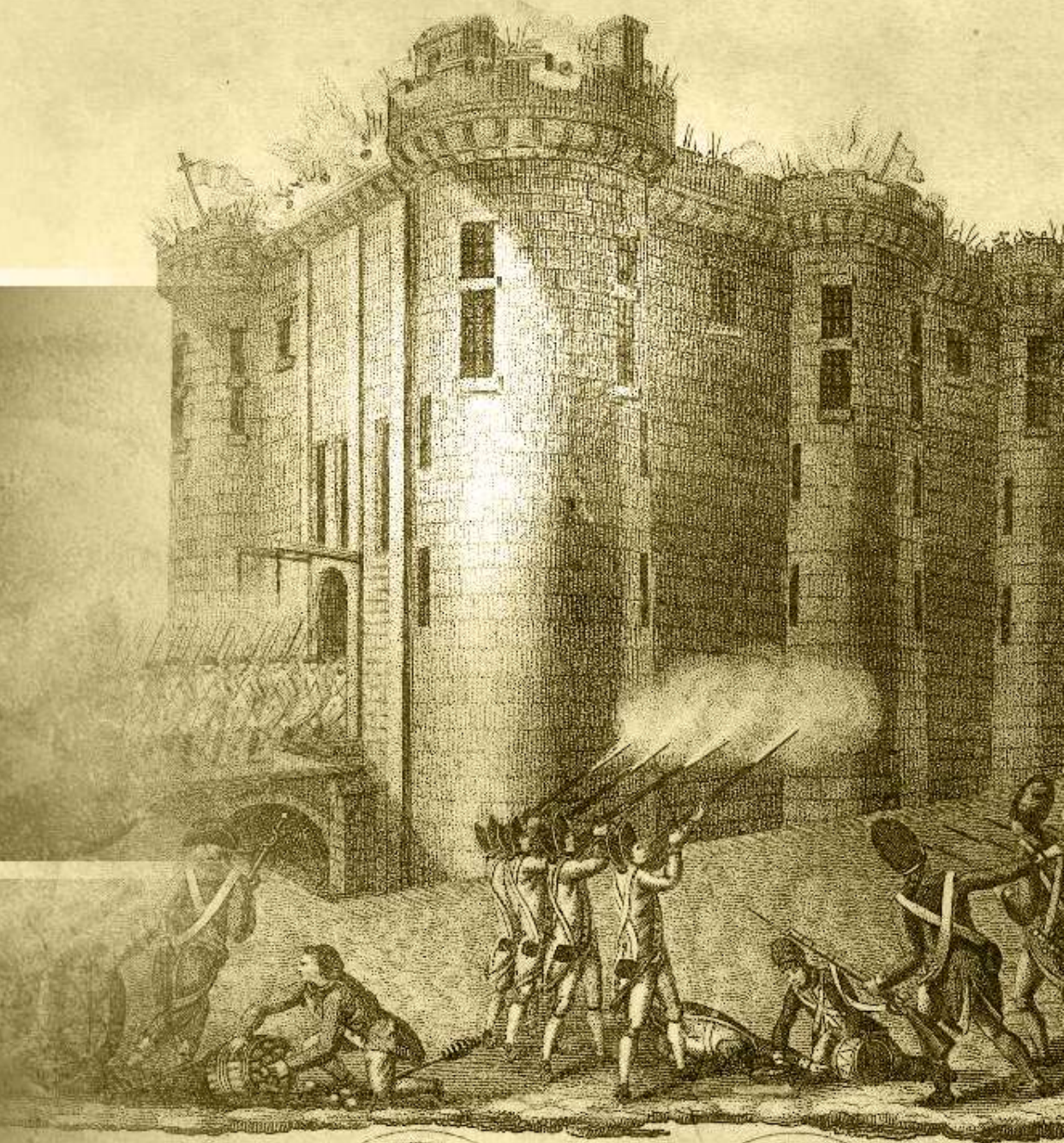
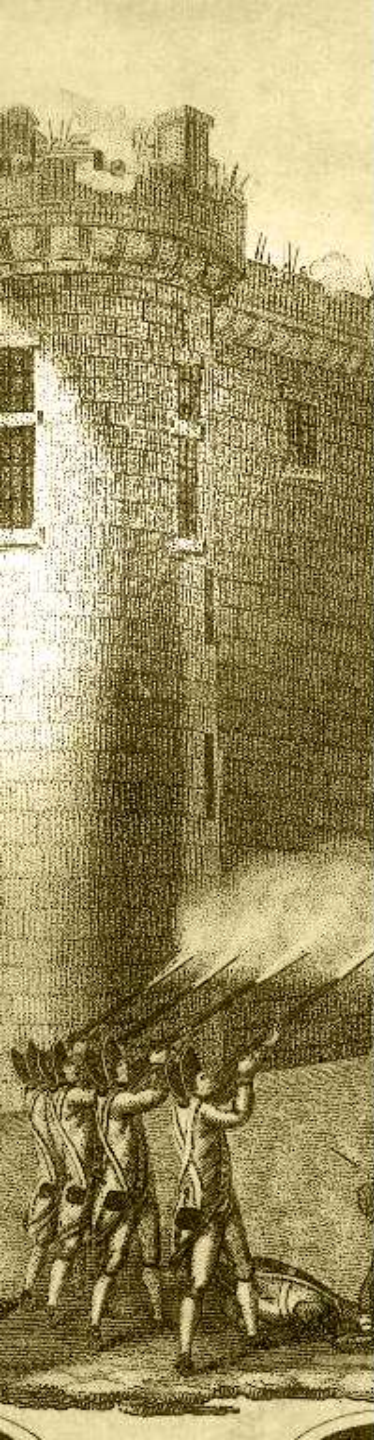


Unit 2, Lesson 4

Empires in the Middle Ages

Part 1





Introduce the Chapter

- We will read chapter 3, “Gloomy Castles and Jousting Knights.”
- Let’s turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- In this chapter, we will learn about knights and castles and their roles in the Middle Ages.

Follow along on activity page 4.1 as I read these words...

ACADEMIC VOCABULARY

armor, n. a protective covering used to keep a person safe from injury during battle (armored)

esteemed, adj. highly regarded; admired

influential, adj. having power to change or affect important things or people

title, n. a name that describes a person's job or status

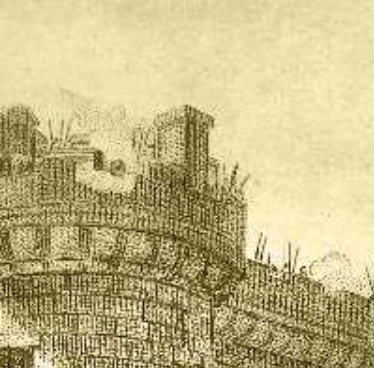
ransom, n. money that is paid to free someone who was captured

aspiring, adj. hoping to be or become something

enclose, v. to surround; close in (enclosed)

siege, n. a situation in which soldiers or police officers surround a city or building to try to take control of it





What's our Big Question?

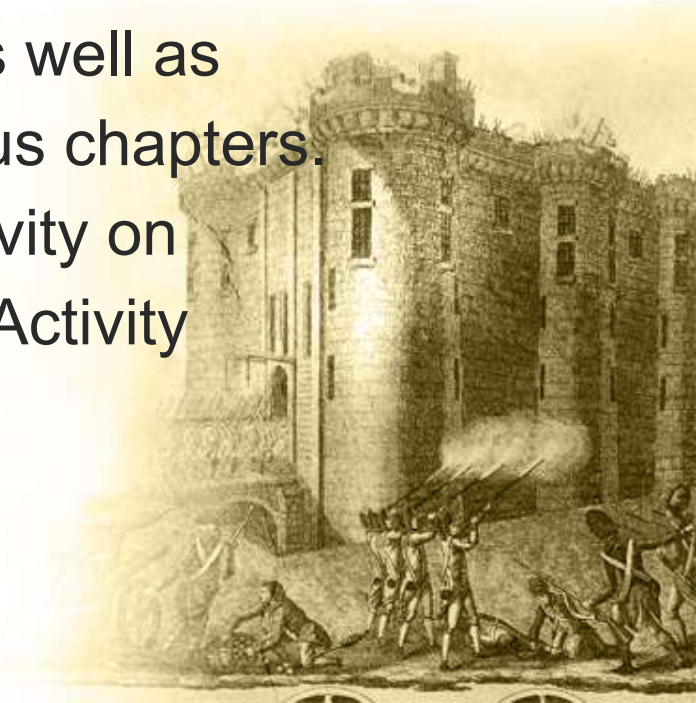
THE BIG QUESTION

Why was there a need for knights and castles during the Middle Ages?



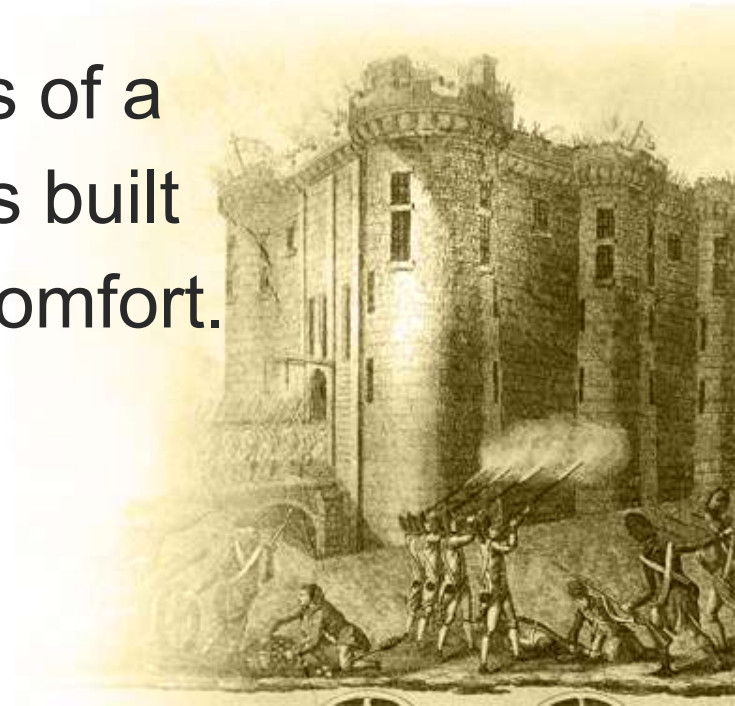
Small Group Reading: Chapter 3

- I will divide you up into groups.
- Read the chapter, discuss it and complete activity page 4.2
- If you finish early, research the answers to the Medieval Musings on page 27 of the Reader, as well as any other Medieval Musings in previous chapters. You may also do the Letter Quest activity on that page and record your answer on Activity Page 2.3.



Discuss and Wrap Up

- Why was there a need for knights and castles during the Middle Ages?
- Indicate two ways in which foot soldiers and knights were different.
- Describe at least two features of a castle that let you know it was built more for protection than for comfort.



Take Home

- Take home Activity Page 4.6, an excerpt from “Gloomy Castles and Jousting Knights,” to read to a family member. Then have that family member sign their name or initials on the paper for a treat tomorrow!
- You are rereading this portion of the text for fluency, so you should read through it at least once from beginning to end without stopping.



Word Work: Influential

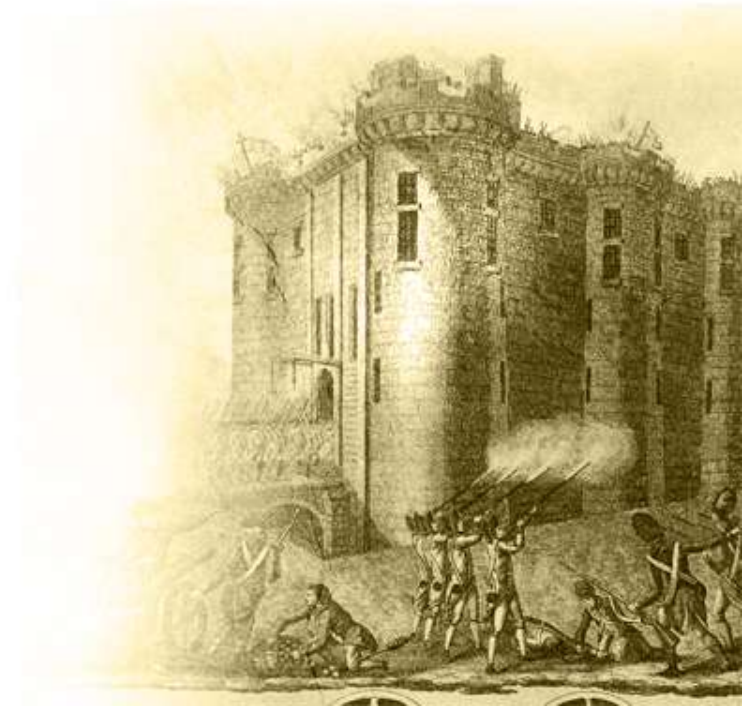
5 min.

- In the chapter, you read, *“Because it was very expensive to become a knight, these mounted warriors were usually sons of wealthy, influential members of society.”*
- Influential means “having power to change or affect important things or people.”
- The mayor is a very influential person who was able to convince almost everyone in our town to support the new recycling program.



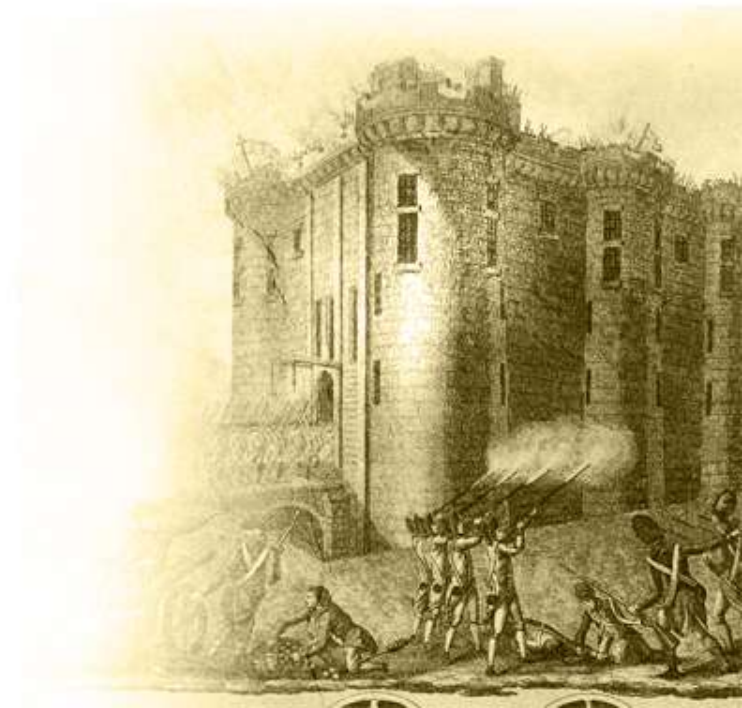
Word Work: Influential

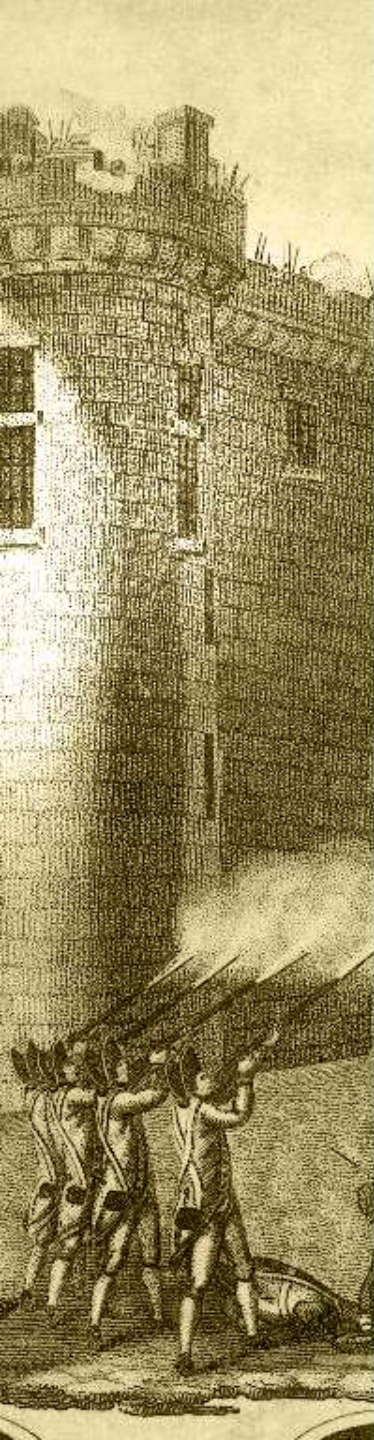
- Can you think of someone who is influential? Who has been influential in your life? Try to use the word influential in your response.
- What part of speech is the word influential?



Word Work: Influential

I am going to read several sentences. If the sentence I read is about someone who is influential put a thumb up. If not, put a thumb down.





Practice Nouns and Adjectives

- Go to activity page 4.3, Tear out the page with Noun and Adjective written on it.
- I will read sentences and point to each word in the sentence. You should hold up either the “Noun” or the “Adjective” side of your paper to designate the part of speech. If the word is neither a noun or an adjective, you should not hold up anything.
- Castles were cold and gloomy places.
- An orange fire glowed inside the dark castle.
- Small windows and tiny candles offered little light.
- The first castles were wooden forts.
- The moat was a deep trench.

Activity Page 4.4

NAME: _____

DATE: _____

4.4

ACTIVITY PAGE

Practice Nouns and Adjectives

Write n. above the nouns and adj. above the adjectives. Draw an arrow from the adjective to the noun it describes.

Example: ^{n.} Soldiers ^{adj.} wore ^{n.} padded coats and ^{adj.} carried ^{n.} sharp daggers.

1. A lance is a long, wooden pole with a metal tip.
2. The best knight at a joust won an expensive diamond.
3. Little farms covered the royal land.
4. Castles were safe places to store food and weapons.
5. Traveling entertainers performed in the castle.

We will do #1 together. Then you will finish 2-5 on the front and choose 1 adjective/noun pair to write a sentence with.

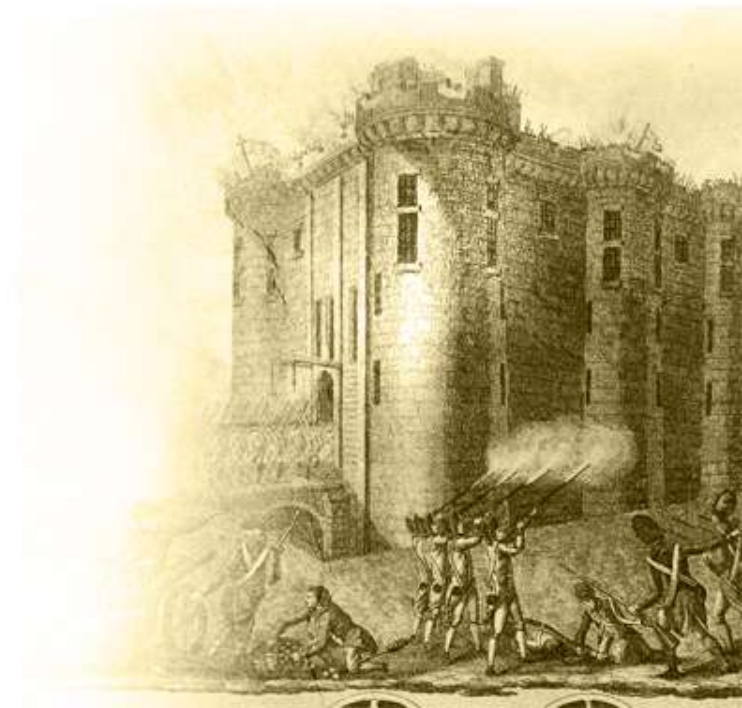
Make sure you have a capital and punctuation!!

Create a sentence using the given adjective/noun pair.

1. brave knights

2. wealthy lords

3. gloomy castle



Prepositions

We will be learning about a part of speech called the preposition.

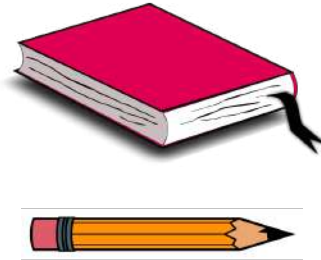
Where?

Today, we will focus on prepositions that answer where questions.



Prepositions

- Where is the pencil in relation to the book?



What if I move it? Now where is the pencil in relation to the book?

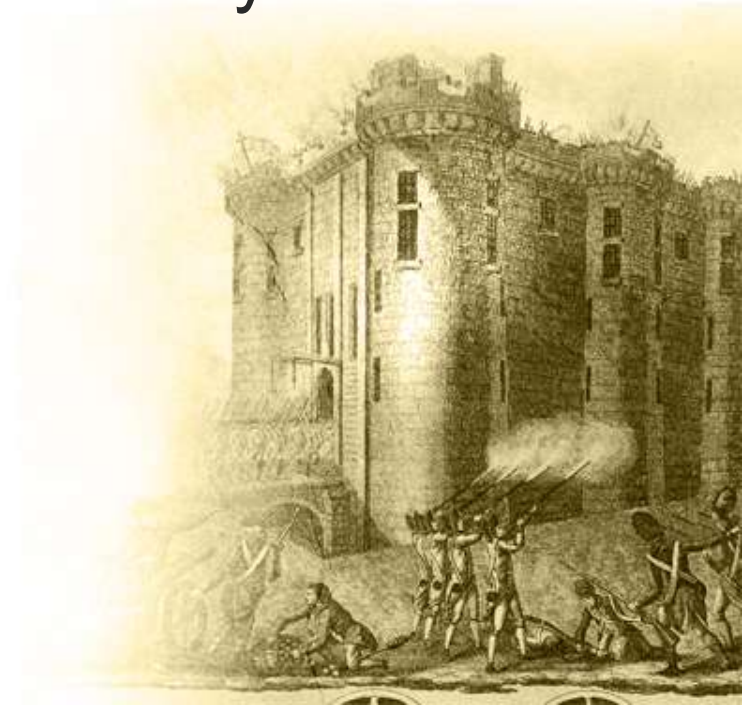


- In full sentences, prepositions are usually part of prepositional phrases, which are made up of a preposition followed by one or more other words.
- The pencil is inside the book.
- What is the preposition?
- I am going to underline the preposition and circle the prepositional phrase.



Practice

- Let's look at the list of prepositions on the board. Take out a sheet of paper and write three sentences containing prepositional phrases.
- If you finish, read an AR book silently.



More Practice

- You will exchange your sentences with a partner.
- Underline the prepositions and circle the prepositional phrases in you partners' sentences.

Let's share our sentences with the class!

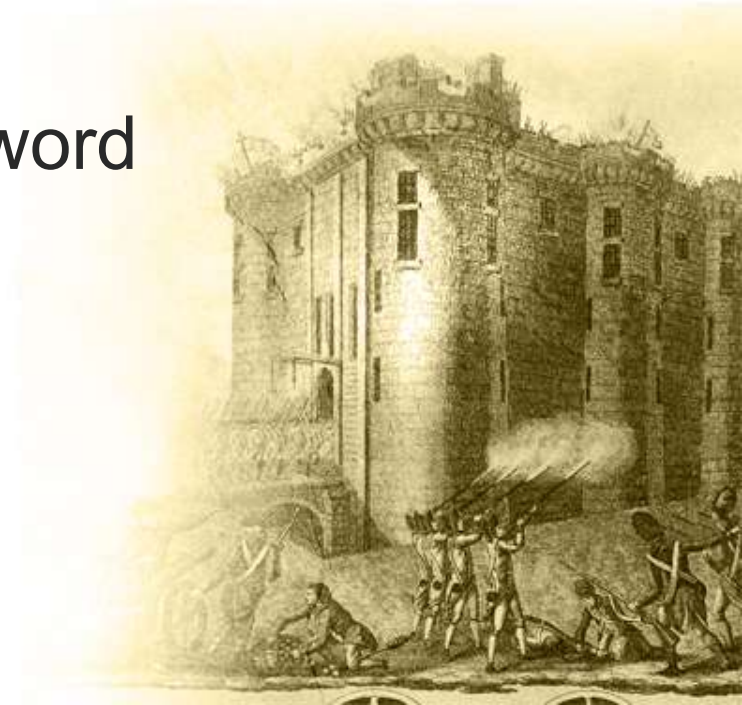


Prefixes

- Let's review the definition of prefix: a prefix is a syllable or syllables placed at the beginning of a root word that changes the meaning of the root word.
- un– and non–, both prefixes mean “not.” The prefixes un– and non– are added to root words that are adjectives.
- The prefixes un– and non– do not change the part of speech of the words; the new words are still adjectives.

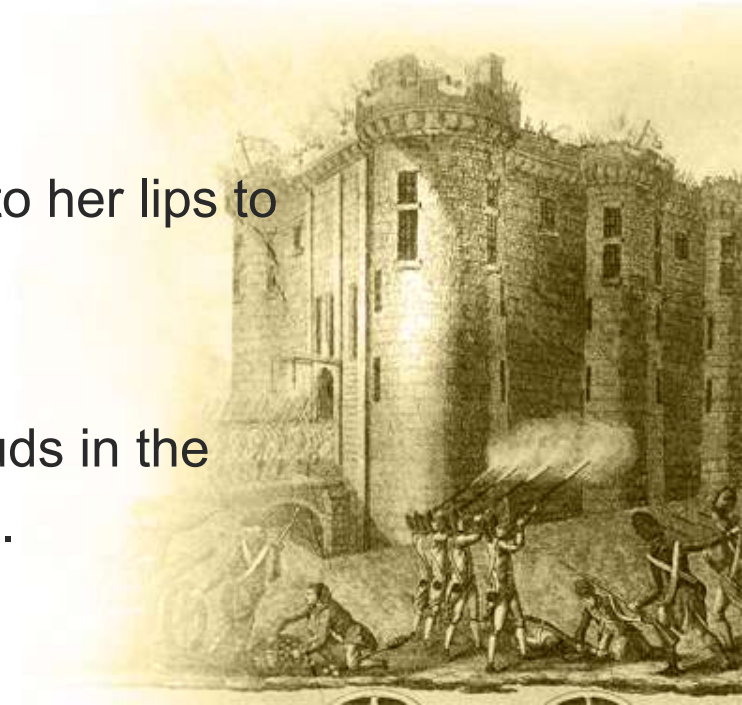
- I will give you two word choices. Then you will read a sentence, and decide which of the word choices the sentence demonstrates.
- Familiar or unfamiliar? You are meeting someone for the first time.

Does this sentence relate to the word familiar or unfamiliar?



Practice!

- Happy or unhappy? The hot sun melted my ice cream before I could eat it.
- Equal or unequal? The pizza was cut into eight slices that were the same size.
- Common or uncommon? All of the kids in the class wore the same color shirt.
- Verbal or nonverbal? Diana put a finger to her lips to signal that we should be quiet.
- Threatening or nonthreatening? The clouds in the sky were dark and the air smelled damp.



Activity Page 4.5

- Turn to Activity Page 4.5.
- Let's review the directions.
- Complete on your own.
- If you finish, read a book silently.

Practice Using Prefixes *un-* and *non-*

Write the best word to complete each sentence.

1. Please only take one piece of candy. Any more than that is _____.
(unfamiliar, familiar, unnecessary, necessary)
2. Stef is _____ because the rain cancelled her soccer game.
(unhappy, happy, unequal, equal)
3. We could tell the baby bird was scared so my dad spoke to it in a calm, _____ voice.
(nonessential, essential, nonthreatening, threatening)
4. In a library, it is best to communicate using _____ signals, because talking is not allowed.
(nonliving, living, nonverbal, verbal)
5. Paint used for bowls and cups must be _____ because the dishes must be safe for people to use for eating and drinking.
(nontoxic, toxic, nonessential, essential)
6. It is _____ that my mom lets us eat dessert before dinner!
(uncommon, common, unhappy, happy)



Practice Taking Notes

- Let's turn to Activity Page 2.6.
- You have already completed the “Lords” column of the graphic organizer. You will now complete the “Serfs” column.
- The Middle Ages text we have been reading is informational text and has many text features (headings, captions, etc.) that are helpful in navigating it. The images in a chapter can also be useful in locating information, as the images often relate to the text around them.

Scanning the Text

- First, I am going to look for information about how serfs lived during the Middle Ages, particularly about their homes.
- Some of this information will come from the text, whereas other information might come from the images.
- Scanning the chapter, I see the image of homes at the bottom of pages 12 and 13, and note that the second paragraph on page 12 discusses serfs' homes, so I will start there."

Scanning the Text

- I will do the first two rows with you.
- Then, you complete these on your own:
 - **Clothing**
 - **Food**
 - **Amount of Power**
 - **If you finish, read an AR book silently.**
 - **(We will use this graphic organizer to write a paragraph later.)**

Lords and Serfs Graphic Organizer

Let's share some of the information that you recorded about serfs on the chart.

	Lords	Serfs
Homes	castle or manor house	
Work	received taxes from serfs charged serfs for grinding flour fought other lords	
Clothing	nice clothes	
Food	enough food	
Amount of Power	controlled land and towns near the castle controlled the people who worked on the land and lived in the towns	



We will use the information about serfs to write a paragraph tomorrow so make sure you do not lose this graphic organizer!

***Take home Activity Page 4.6 to read aloud to a family member. Remember, have that family sign or initial the paper for a treat tomorrow.

