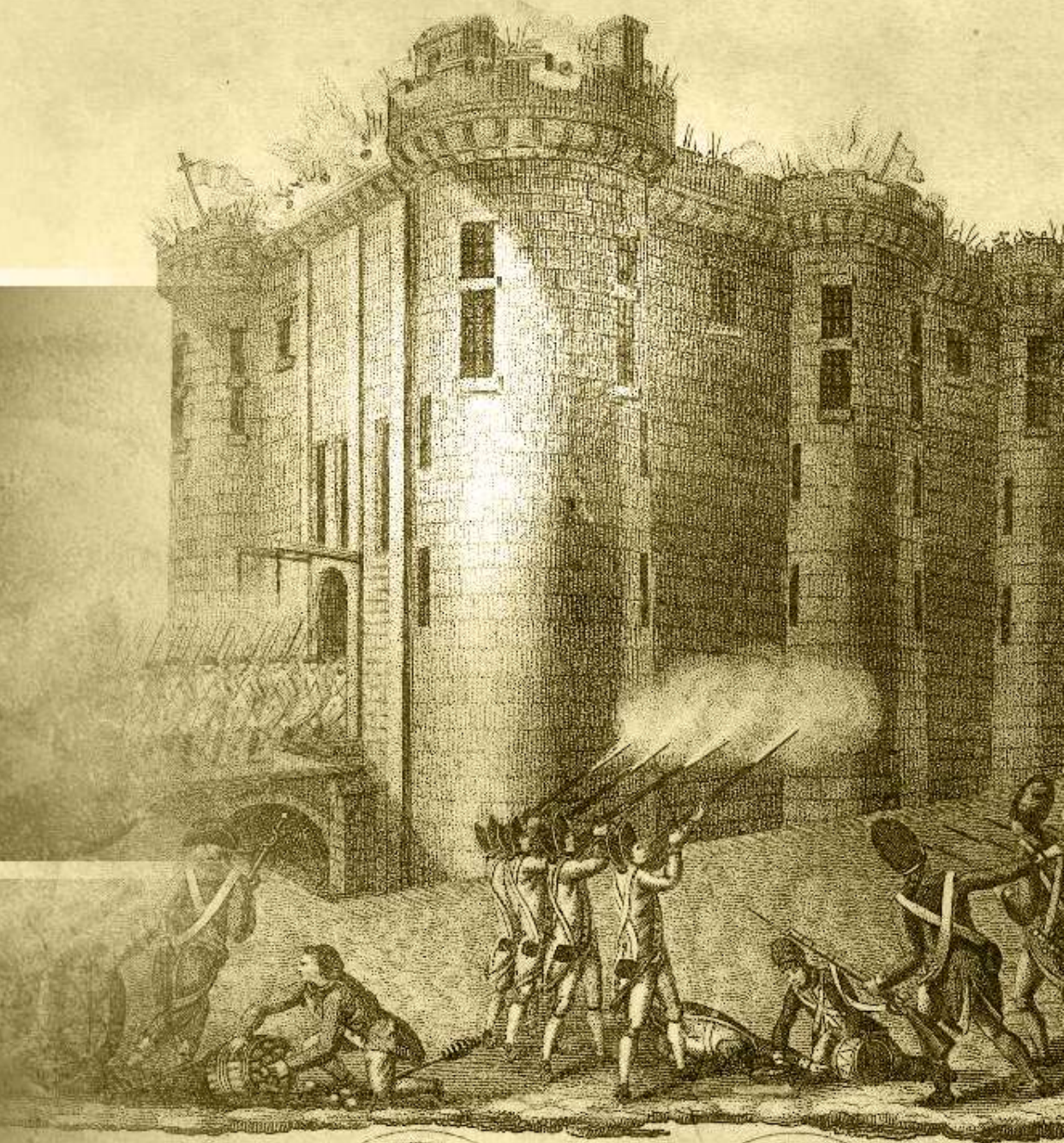


Unit 2, Lesson 5

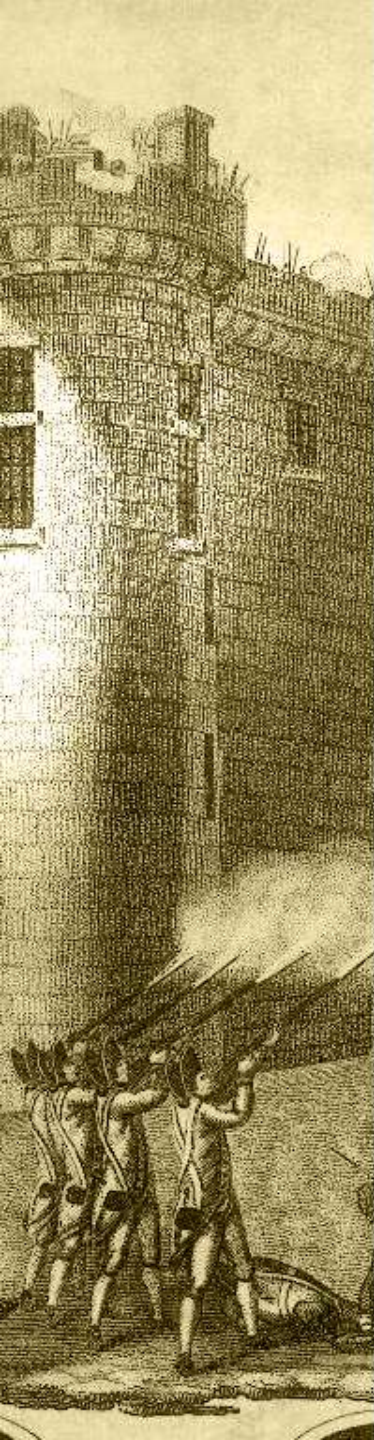
Empires in the Middle Ages

Part 1



Review

- In the previous chapter, we read about knights, castles, and chivalry.
- Can anyone tell me what armor is?
- Knights tried to live by a set of rules under which they were expected to serve their lord, as well as protect and honor the Church and weaker members of society. What is the name of this set of expectations?
- In a previous chapter, we read about feudalism during the Middle Ages. Can you name three groups of people who played important roles in feudalism?
- We read about the manors on which both lords and serfs lived during the Middle Ages. Can you describe what a typical manor looked like?





ACADEMIC VOCABULARY

fuel, v. to give strength to or cause something to happen (fueled)

merchant, n. someone who buys and sells things; the owner of a store (merchants)

emerge, v. to become known or come into existence (emerged)

thrive, v. to grow and succeed

hustle and bustle, n. a great deal of activity and noise

curfew, n. an order or law requiring people to be in their homes at a certain time, usually at night

tavern, n. a place where people can get drinks and a meal or sleep while traveling (taverns)

apprentice, n. a person who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay (apprenticeship)

advise, v. to give a suggestion about how something should be done

Introduce the Chapter

- Today we will read chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages.”

THE BIG QUESTION

How did the growth of trade during the Middle Ages affect the way people lived?



- Let's look at the first two paragraphs on page 28. This text is in italics.
- The author put this text in italics because it is different from the rest of the text in the chapter. In these two paragraphs, the author is setting the scene to make the reader feel as if he or she is standing in a medieval town.



We will complete
Activity Page 5.2
as we listen to
chapter 4.

Make sure to
follow along as
we listen!

NAME: _____

DATE: _____

5.2

ACTIVITY PAGE

“Merchants, Markets, and Mud: Towns in the Middle Ages”

As you and your partner read Chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages,” answer the following questions in complete sentences.

1. Where did most people live in the early part of the Middle Ages? Where did some people move between 1000 CE and 1300 CE?

Page(s) _____

2. How did trade change where and how people lived during the Middle Ages?

Page(s) _____

3. As more people became involved in trade and commerce, what group grew in importance?

Page(s) _____

Reflection & Homework

- Who would have liked to live in a medieval town? Who would not? Provide one reason supporting your position.

Homework: Activity Page 5.4

Read the excerpt and answer the two questions at the end of the excerpt.



Word Work: Fuel

1. In the chapter, you read:

“Between the years 1000 CE and 1350 CE, fueled by trade, towns began to grow.”

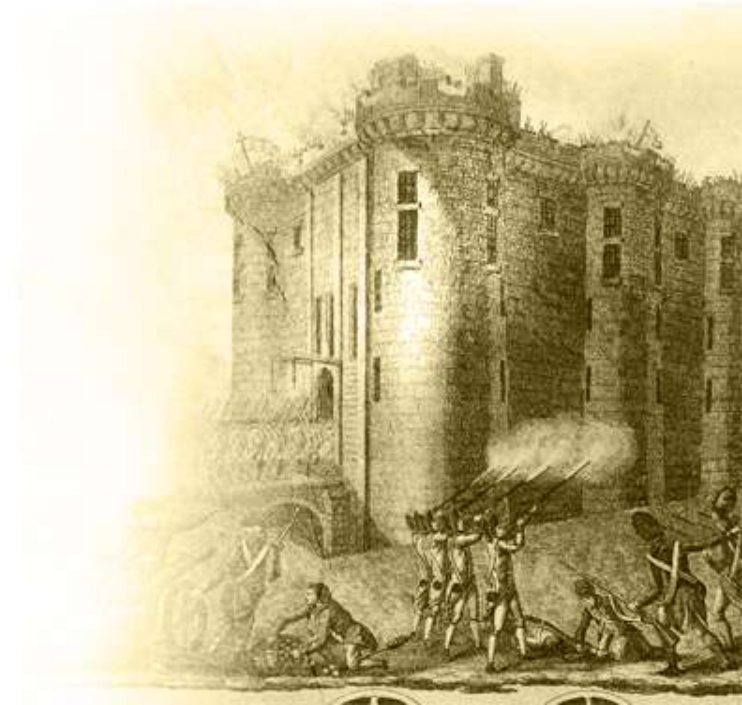
2. Fuel means “to give strength to or cause something to happen.”

3. The teacher fueled her students’ enthusiasm for science with interesting experiments and field trips.

4. Think of something you are enthusiastic about, or are interested in. Who or what fueled your enthusiasm for that thing? Be sure to use the word fuel in your response.

- What part of speech is the word fuel?
» verb

I am going to read several pairs of words or phrases. Decide which item fueled, or gave strength to, the other item. Use the words or phrases in a sentence using the word fueled to correctly link the words or phrases.



1. cold weather AND my decision to wear gloves to school

The cold weather fueled my decision to wear gloves at school.

2. decision to become a veterinarian AND the boy's love of animals

The boy's love of animals fueled his decision to become a veterinarian.

3. decision to attend a concert AND my family's love of music

My family's love of music fueled my decision to attend a concert.

4. getting a new puppy for her birthday AND Maria's happiness

Getting a new puppy for her birthday fueled Maria's happiness.

5. the football team's big win AND the players' ability to work together

The players' ability to work together fueled the football team's big win.

Draft an Informative Paragraph

- Today, we will write about the life of a serf.
- We will briefly review how to use notes from the graphic organizer on Activity Page 2.6 to compose a paragraph describing the life of a serf during the Middle Ages.
- Let's review the structure of an informative paragraph first.



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

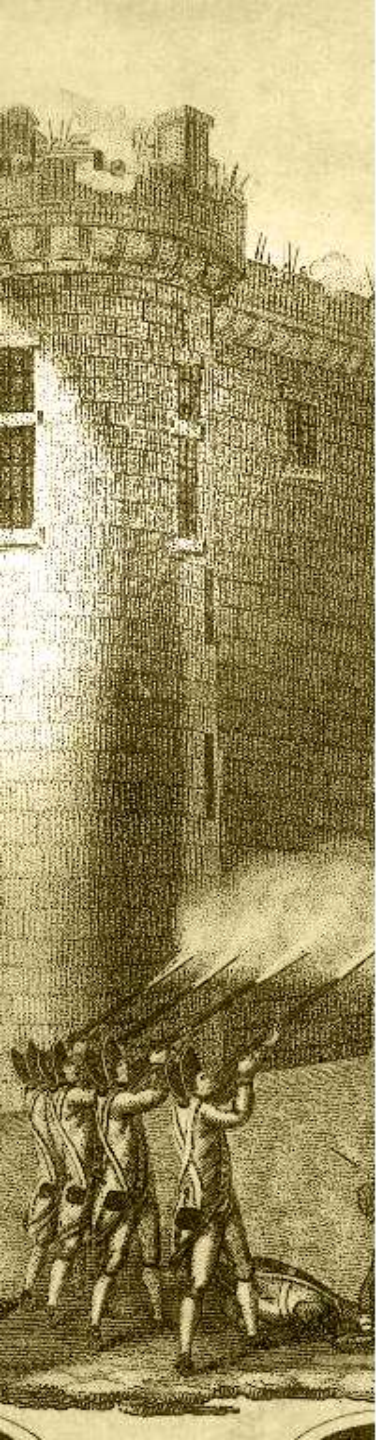
Good Detail Sentences Include:

- 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



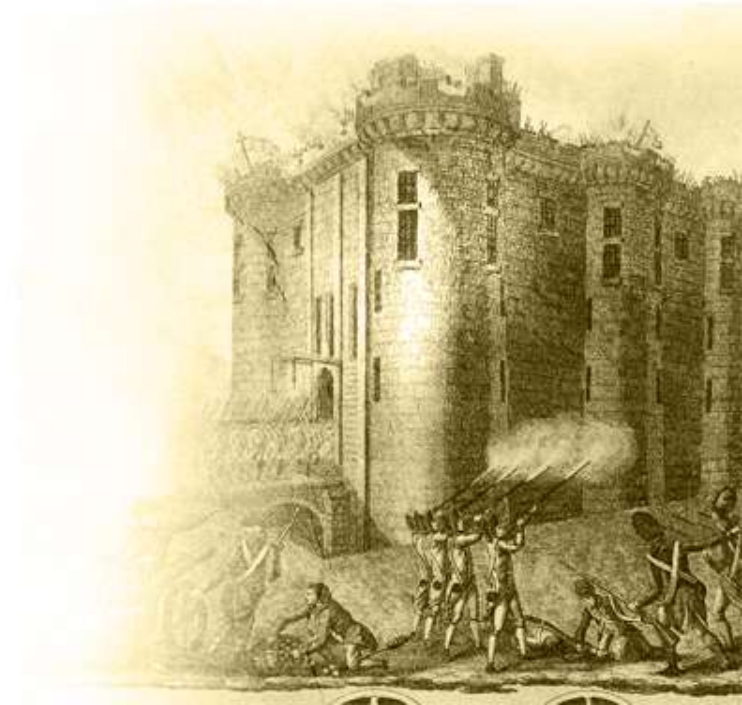


Topic Sentence

- What should be main idea of this paragraph?
- Do you have ideas for a topic sentence?
- Examples:
 - During the Middle Ages, serfs worked on the lord's land.
 - In Europe in the Middle Ages, serfs were controlled by powerful lords.
 - In medieval Europe, the majority of people were serfs and had little power.

Details

- Because the notes in the graphic organizer are paraphrased fragments (in our own words), they must be transformed into sentences to become the three detail sentences: **one about homes, one about work, and one about power.**

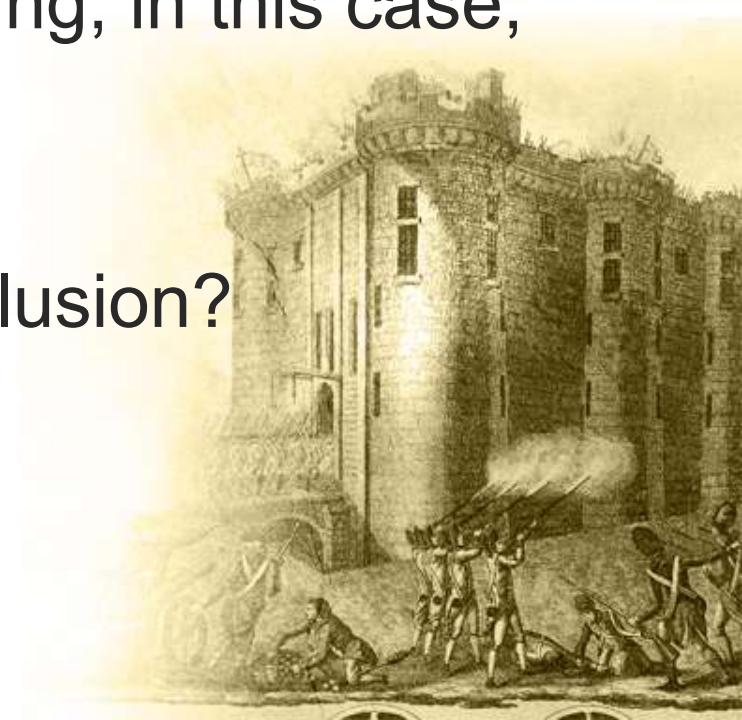


Details

- I will model only one detail sentence. I will show you how to put evidence to support that detail.
- Now, you try to write two to three detail/evidence sentences following your topic sentence on your paper.
- Transition words and phrases are helpful for making sentences sound good together in a paragraph.

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, serfs in the Middle Ages).
- What could we write for our conclusion?



Informative Paragraph Rubric

Let's
Review the
grading
rubric –
Activity
Page 5.3

	Exemplary	Strong	Developing	Beginning
Introduction	Sentence clearly expresses a big idea about the topic	Sentence states the topic	Sentence loosely relates to the topic	Sentence does not relate to the topic
Body	All details in supporting sentences are presented logically and incorporate vivid, showing language	Most details in supporting sentences are presented logically	Some details in supporting sentences are presented logically	Few or no details in supporting sentences are presented logically
Conclusion	Sentence restates the topic in a different way, leaving the reader with a BAM/zinger/something memorable	Sentence restates the topic	Sentence loosely relates to the topic	Sentence does not relate to the topic
Structure of the piece	All facts relate closely to the topic	Most facts relate to the topic	Some facts relate to the topic	Few or no details relate to the topic
	All information has been paraphrased	Most information has been paraphrased	Some information has been paraphrased	Little or no information has been paraphrased

Take Home Material

Remember to complete
Activity Page
5.4 for homework!

