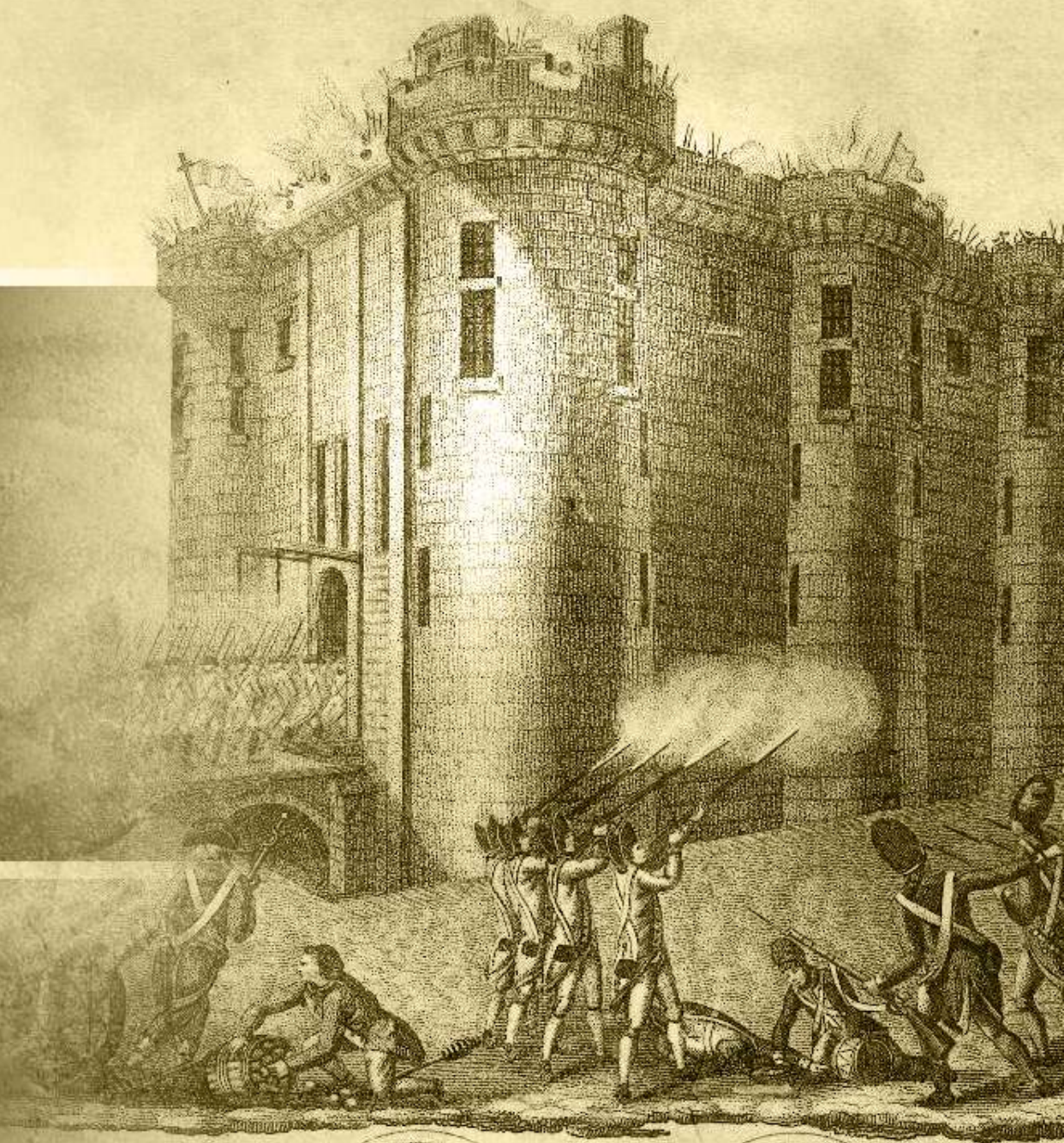


Unit 2, Lesson 6

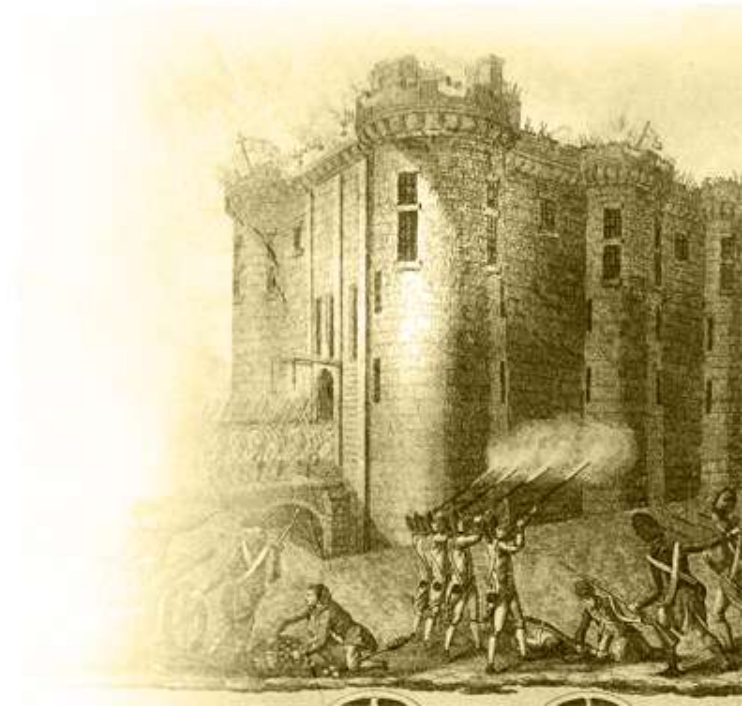
Empires in the Middle Ages

Part 1



Review

- In a previous lesson, we read about the development of towns in the Middle Ages.
- What fueled the growth of towns in the Middle Ages?
 - » trade



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

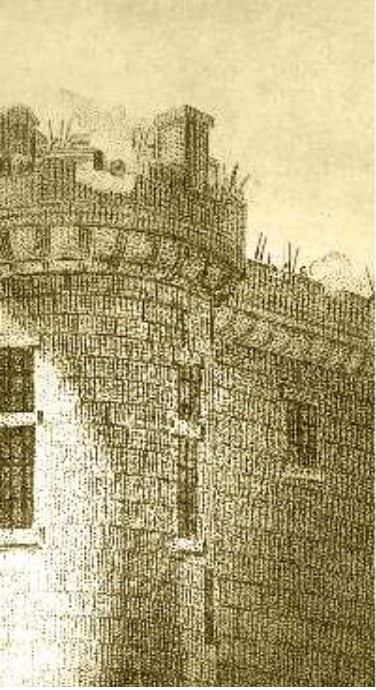
curfew, n. an order or law requiring people to be in their homes at a certain time, usually at night

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



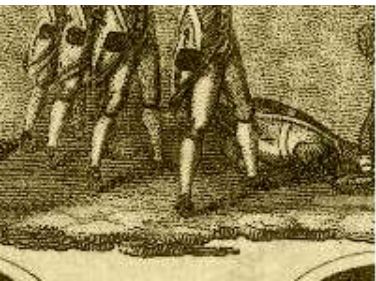


Read Aloud: Chapter 4 25 min.

- Today, we will read aloud chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages.”
- Let’s turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

THE BIG QUESTION

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

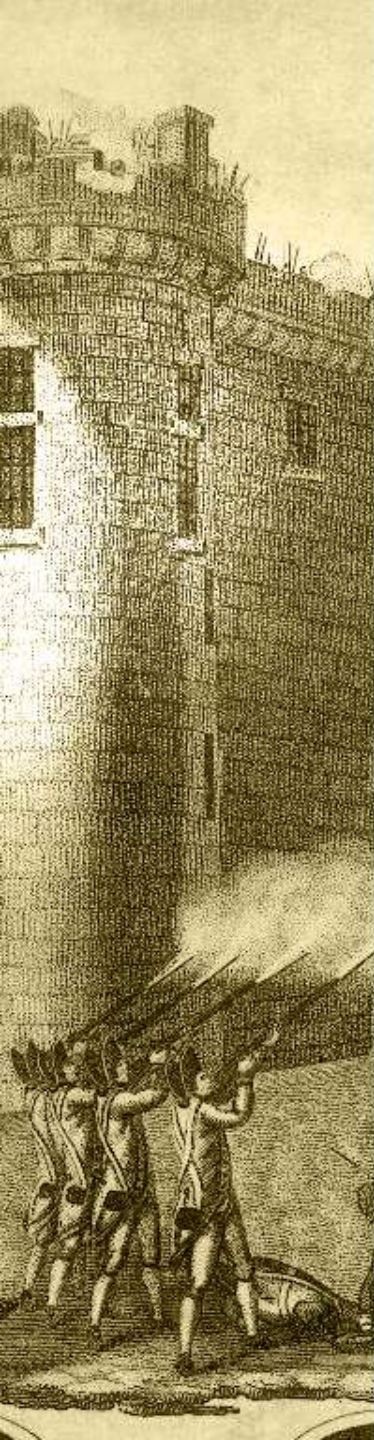


Page 28

- I'll read aloud. Follow along with me.
- Why would there have been walls around the town and gates through which everyone must pass?
need for protection.
- What are some things you would have seen or heard if you were standing in a street in a medieval town?
gates, walls, small houses, crowds of people, rats, discarded trash, people selling food, mud, and church bells.



Page 29



Streets in medieval towns were often crowded and muddy.

Let's look at the image on page 29 and describe some of the things you see.

Page 30

- I will read the first paragraph on page 30 aloud.

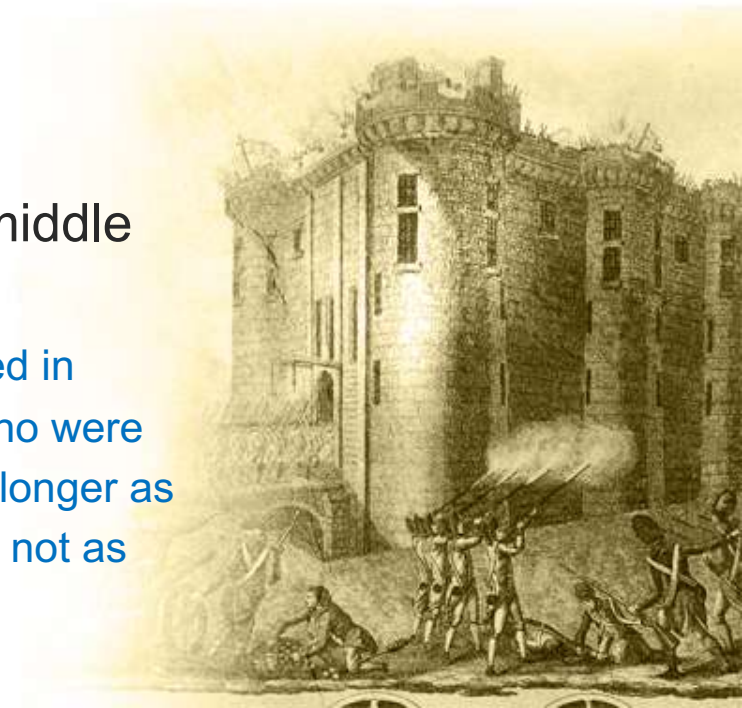
- What happened as a result of merchants creating jobs in towns?

More people left the countryside to work in towns.

- I'll read the rest of page 30 aloud.

- What was the link between trade and a middle class?

As trade grew, more people became involved in commerce. The merchants and craftsmen who were involved in trade prospered so they were no longer as poor as serfs or peasants. But they were still not as wealthy or powerful as lords.



Page 31

- I will read page 31 aloud.
- What types of craftsmen existed in the Middle Ages? (Remember, refer to the images as well as the text).

carpenters, papermakers, glassmakers, blacksmiths,
tailors, armorers, and tanners

- Let's reflect on the terms pickpockets and purse snatchers. What are the meanings of these words?

pickpockets are people who steal things—or pick them—out of people's pockets, and purse snatchers are people who snatch, or take, purses away from people.

- Why would they be “afoot” in town?

They might be in the town because the people walking around the town might have valuable possessions with them.

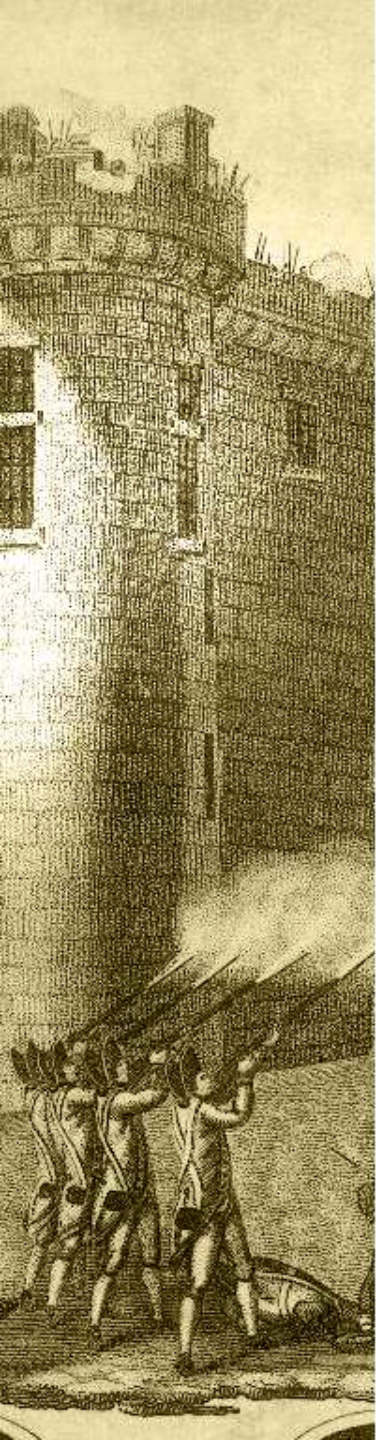


Page 32

- I will read page 32 aloud.
- A charter is a document that gives certain rights to a group of people. In this situation, the charter was given to a group of people to start a new town and to allow the wealthy and influential people in that town to make their own laws.
- Why might this change in the decision-making process change the feudal system?

Under the feudal system, kings and noblemen such as lords paid people who worked for them with land and protection. In turn, lower-ranked people, such as serfs, promised loyalty to the lord. This system gave a lot of power to the lord over the lives of serfs, but, with people in towns making their own laws, the power of the lords began to weaken.

- What role did churches play in setting up universities?
Wealthy churches helped establish universities.



Page 33

- I will read the first paragraph of page 33 aloud.
- In chapter 1, you heard about the disease that rats spread during the Middle Ages. What disease did they spread?

The Black Death, or the plague

Remember, rats spread this disease because fleas infected with the disease lived on the rats and traveled around with the rats.



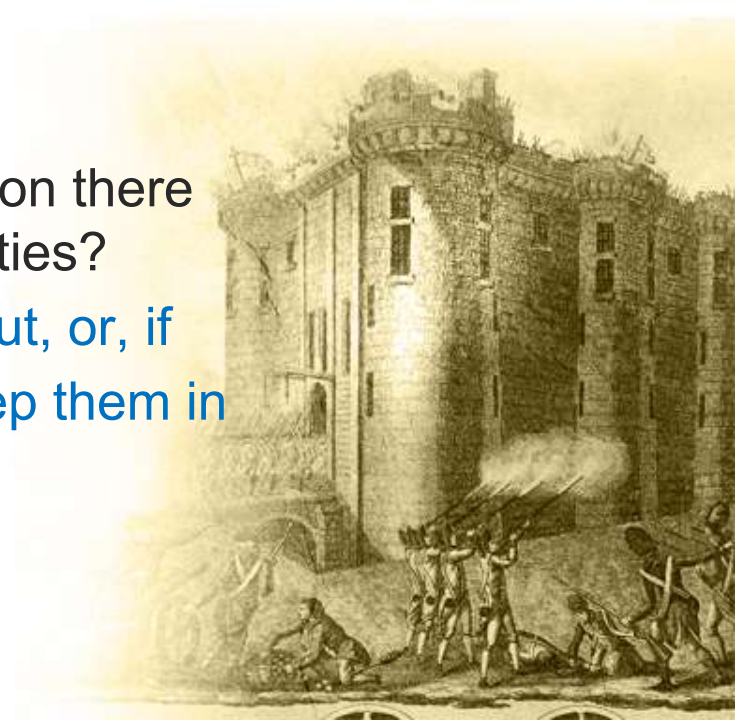
Page 33

- I will read aloud the rest of page 33 to finish the last paragraph that carries over to the next page.
- Look at the houses in this image. Why do you think fire spread so quickly in houses and towns in the Middle Ages?

Houses were close together and roofs were made of straw, which burns easily.

- What does the author say about the reason there were gates and walls around medieval cities?

They were used to keep criminals out, or, if criminals were inside the city, to keep them in until they could be caught.



Page 34

- I will read page 34 aloud.

- What is an apprentice?

someone who learns a skill or trade by
working with a skilled craftsman for a period of
time, usually for no pay

- You just read the sentence “It is unlikely that you will return home again during your apprenticeship years.” Based on what you learned about the prefix un–, what does the word unlikely mean? Did apprentices usually return to their homes during their apprenticeships?

The prefix un– means “not,” so the word unlikely means it was not likely. Apprentices usually did not return to their homes.

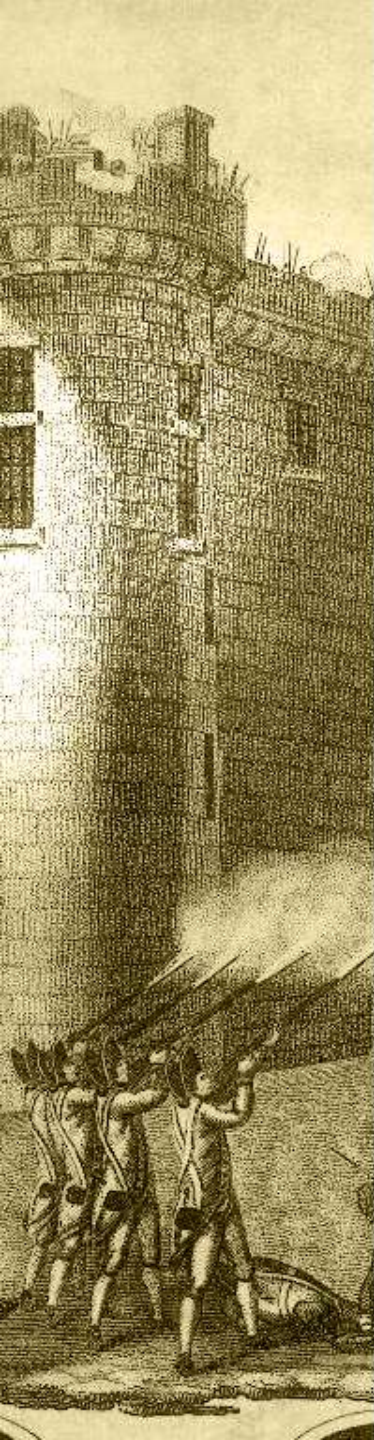
Page 35

- I will read page 35 aloud.
- What is one difference between being an apprentice and being a journeyman?

Journeymen were paid for their work, but apprentices worked for no pay.

- What are the three stages, in order, for becoming a master craftsman?

apprentice, journeyman, and master craftsman



Page 36

- I will read page 36 aloud.
- The word deceased in this sentence means “dead.” A widow is someone whose husband has died. What could a widow who did not have any sons do that was not usually done by other women?

Widows without sons could manage their deceased husbands' land.

- Would you say the woman pictured here was privileged or not? On what do you base your decision?

She was privileged. Her clothing looks to be in good condition, and she is wearing a crown. Also, the text says she was the daughter of a king.



Empress Matilda,
daughter of Henry I
of England

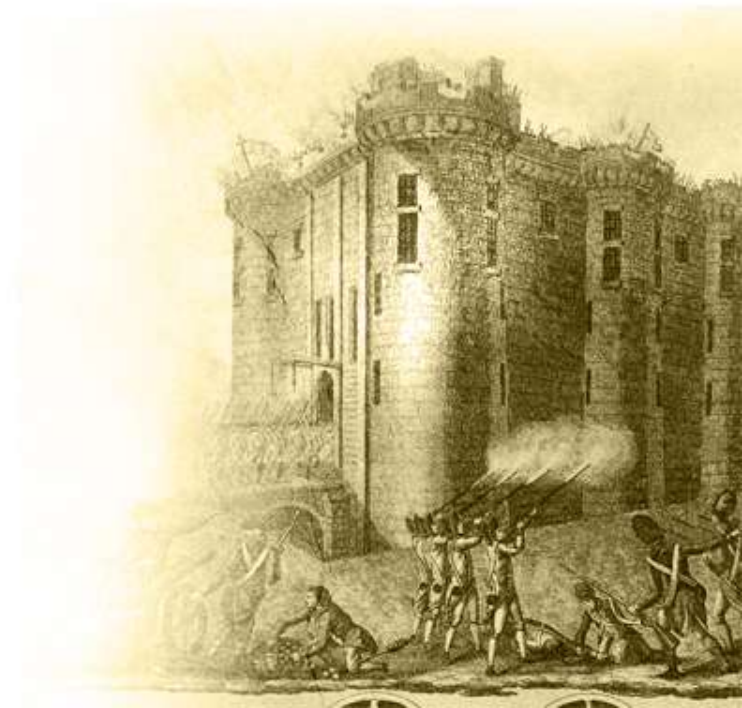
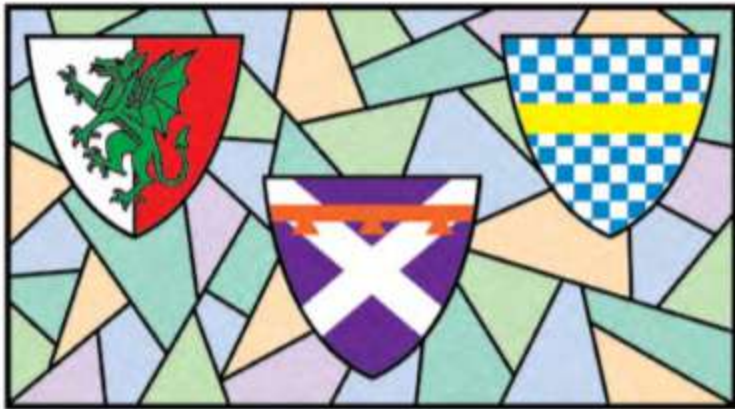
Medieval Musings

1. In the Middle Ages, townspeople tried to avoid drinking water because it was so polluted. What did they drink instead? (Clue: It's a drink made from grain.)
2. In the Middle Ages, people created last names to describe the job they did. What did men with the last name *Shoemaker* or *Cooper* do?

- If you have free time, you may complete these.

Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



Lesson Wrap Up

5 min.

1. What was the relationship between trade and a middle class?

As trade grew, towns and new jobs emerged, and a middle class grew in importance.

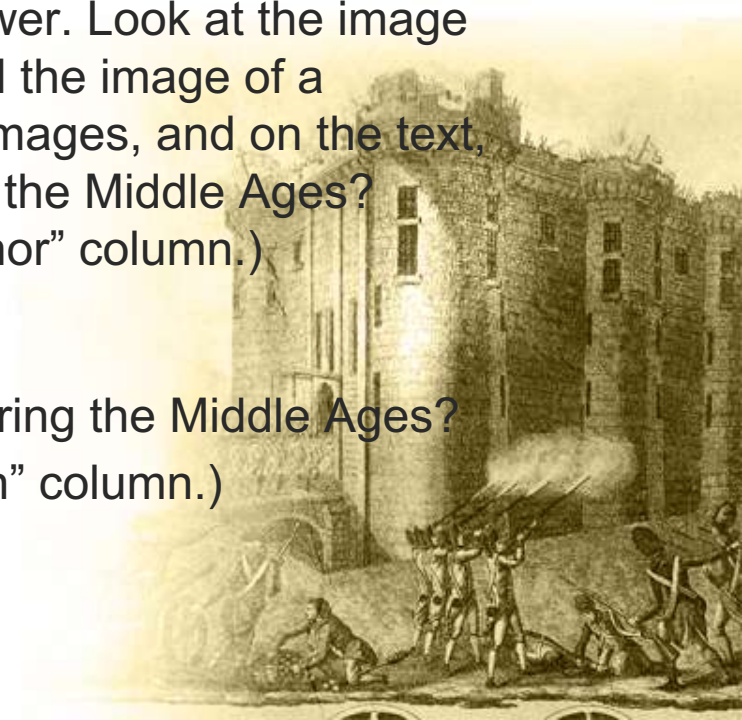
2. What groups were included in the growing middle class?

merchants and craftsmen

3. Turn to Activity Page 6.1. and write your answer. Look at the image of a medieval manor on pages 12 and 13 and the image of a medieval town on page 29. Based on these images, and on the text, what was life like for serfs on a manor during the Middle Ages? (Record that information in the “Life on a Manor” column.)

What was life like as a merchant in a town during the Middle Ages? (Record that information in the “Life in a Town” column.)

(T chart on next slide...)



NAME: _____

DATE: _____

6.1

ACTIVITY PAGE

Life During the Middle Ages

Life on a Manor

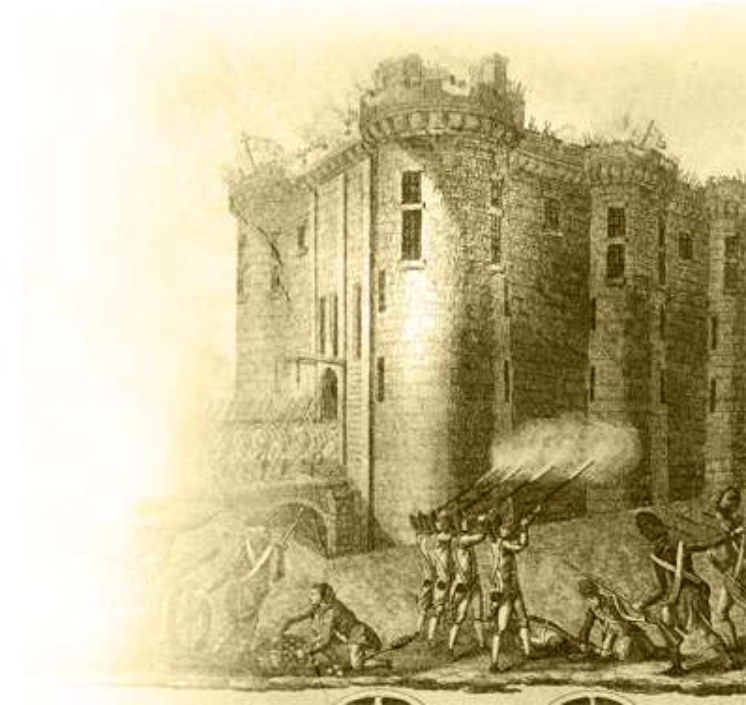
working in fields
tending to crops or livestock
living in a small house
working from sunup to sundown
being controlled by the lord

Life in a Town

opening shop at six a.m.
living in a house very close to the houses
of others
seeing a lot of activity on a daily basis
seeing rats and other animals roaming the
streets
using chamber pots, which were emptied
out into the street
experiencing fires frequently
buying and selling different goods made by
different craftsmen
seeing universities develop because a
banking system helped wealthy churches
create them

Wrap Up

4. Think-Pair-Share. Today you heard about the life of an apprentice craftsman during the Middle Ages. Earlier, you read about what it was like to be a serf. Would you have preferred to be a serf or an apprentice? Why? Use information from the text to support your answer.



Where did each take place?

1. Where were guilds established?

» That took place in a town.

2. Where did apprentices learn a new craft?

» That took place in a town.

3. Where did a lord have great power over the everyday life of the people he governed?

» That took place on a manor.

4. Where did serfs work in the field from very early in the morning until the sun set?

» That took place on a manor.

5. Where did a middle class grow in importance?

» That took place in a town.

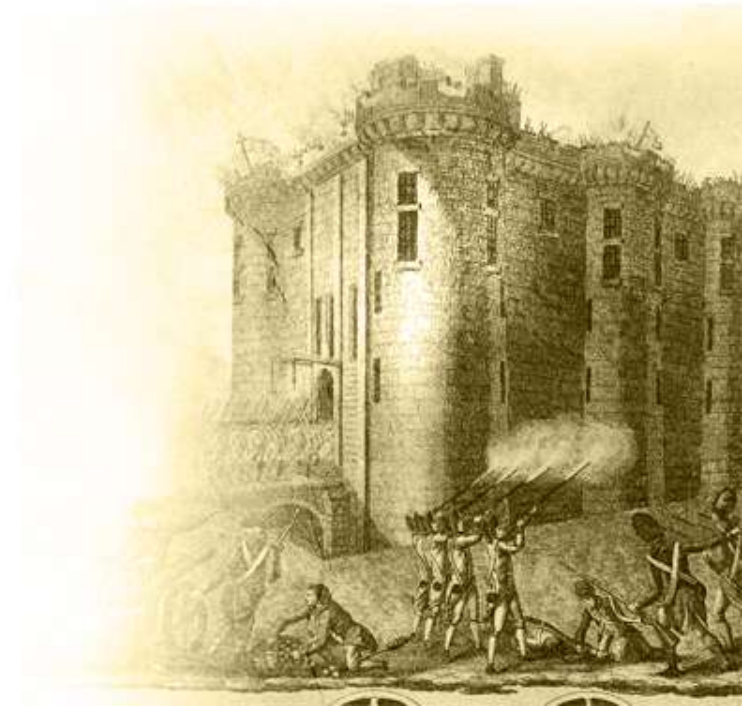
6. Where were universities established?

» That took place in a town.



Homework

- Take home Activity Page 6.4 to complete for homework.



Word Work: Emerge

- In the chapter, you read, “New jobs emerged, and, as a result, more and more people left the countryside to live and work in towns.”
- Say the word emerge with me.
- Emerge means to become known or come into existence.
- The beautiful butterfly emerged from the cocoon.
- Many different things emerge from other things. For example, a chick emerges from an egg; a dolphin emerges from the ocean when it jumps in the air. What have you seen emerge from something else?



Word Work

- What part of speech is the word emerge?

» verb

An antonym, or word with the opposite meaning, of the word emerged is disappeared. I will read several sentences and if the sentence describes something that has emerged, say, “Emerged.” If the sentence describes something that has disappeared, say, “Disappeared.”

1. After a few warm spring days, a pink bud (emerged/disappeared) from the green stems in the garden.

» emerged

2. Sasha (emerged/disappeared) as a leader of the class.

» emerged

3. As the weather got warmer, the snow (emerged/disappeared).

» disappeared

4. After several rainy days, the sun finally (emerged/disappeared) from behind the clouds.

Language

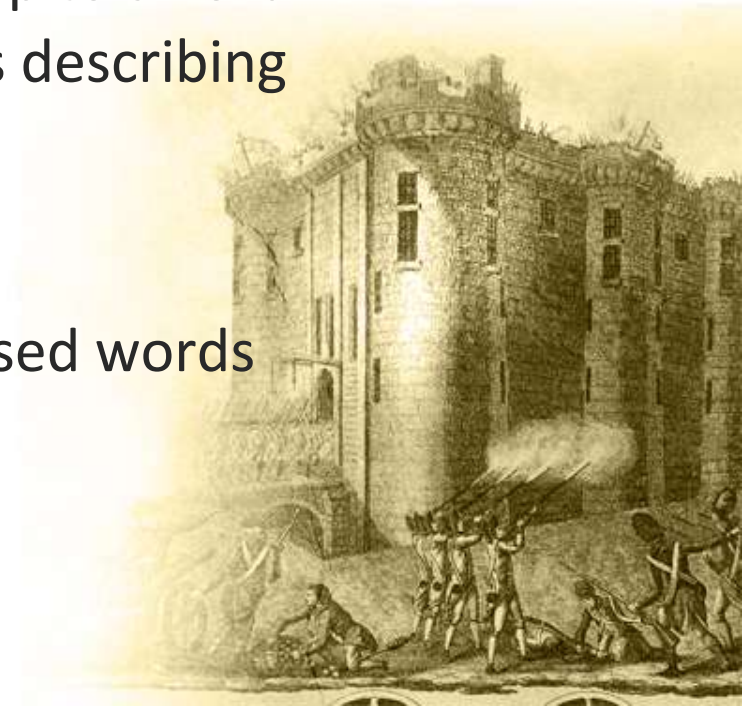
45 min. total

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).

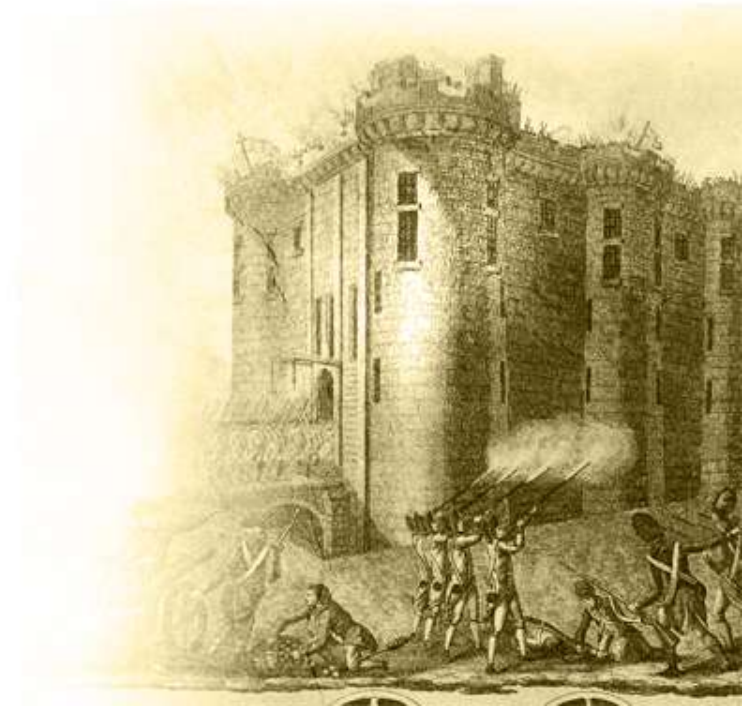
Objective: I can exhibit an understanding of the function of an adverb and its relationship to a verb by identifying the verb that an adverb is describing in a given sentence.

I can correctly use the frequently confused words to, too, and two.



Review Homework

- First, let's review Activity Page 4.4, which you were assigned as homework after Lesson 4.



Grammar

20 min.

- Introduce Verbs and Adverbs •

Today, we will focus on specific parts of speech called verbs and adverbs.

Parts of speech are categories, or groups of words, based on their function in a sentence.

Verbs and Adverbs

Verbs are words that describe action or a state of being.

Action verbs show action.

Linking verbs are words that connect the subject to a word or words (adjectives) in the predicate that describe it. Linking verbs do not show action.

Adverbs are words that describe verbs.

They can tell *how* the action of a verb happens.

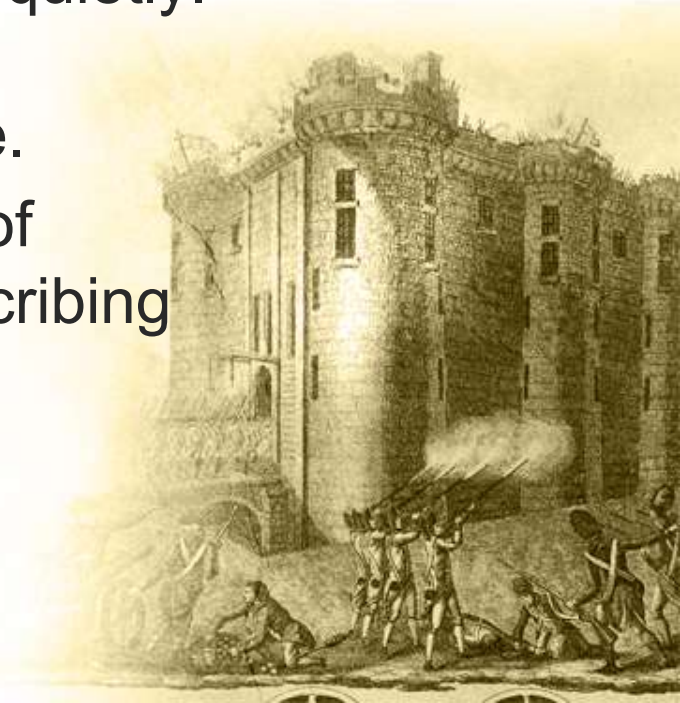
- What other part of speech is a describing word?
 - **an adjective**
- What does it describe?
 - **adjectives describe nouns.**

Many adverbs end with the suffix –ly. Adverbs are often created by adding –ly to an adjective.

The suffix –ly means “in a ____ way,” with the blank being the adjective. Adverbs with –ly describe how the action of a verb happens.

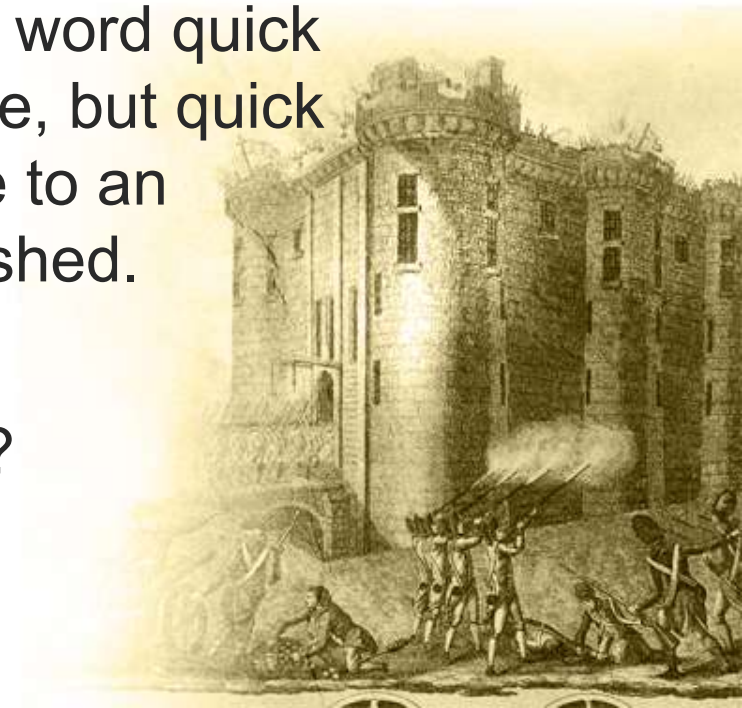
Let's look at the word Quiet

- Quiet: it is an adjective.
- Can you provide several examples of phrases with the adjective quiet describing different nouns?
 - the quiet boy, a quiet afternoon, etc.
- Add –ly to quiet to make the adverb quietly. Quietly means “in a quiet way” and describes how an action takes place.
- Can you provide several examples of phrases with the adverb quietly describing different verbs?
 - e.g., talk quietly, hum quietly, etc.



Add an adverb to the blank so it describes how the action takes place.

- My brother and I washed the dishes ____ so we could make it to soccer practice on time.
- Quick can be an adjective (e.g., quick nap, quick trip, etc.) The meaning of the word quick makes sense in the above sentence, but quick must be changed from an adjective to an adverb so it describes the verb washed.
- How do we change it to an adverb?
ad -ly
- I will write in in the sentence.



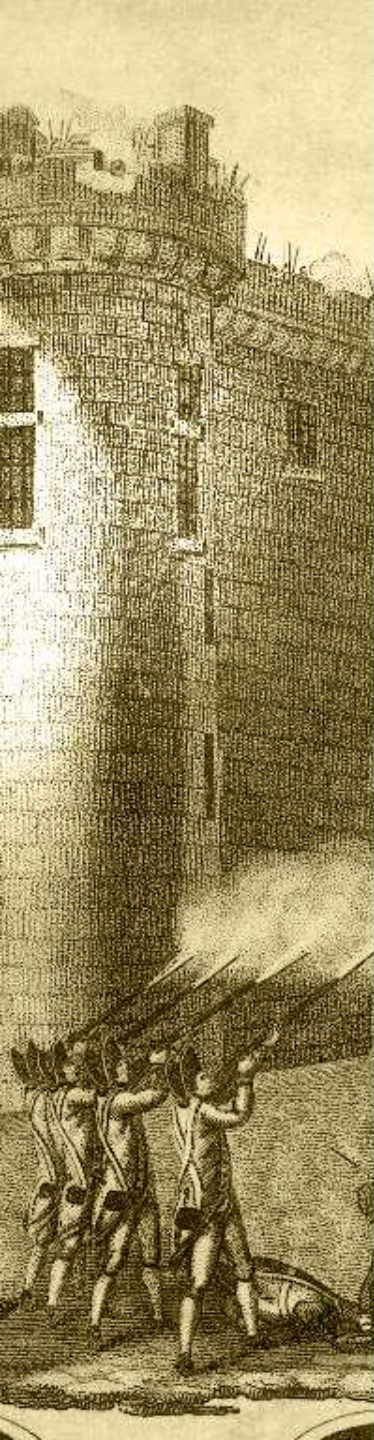


My brother and I washed the dishes quickly so we could make it to soccer practice on time.

- Let's identify the verb (washed) and draw a wiggly line under it.
- Let's identify which word describes how my brother and I washed.
- (quickly)
- Write the abbreviation for adverb (adv.) above the word quickly.
- Draw an arrow from the adverb quickly to the verb washed, indicating that quickly describes washed.

Practice

- **Let's do the same process for the rest of these sentences.**
- My teacher read the directions for the exam slowly, making sure we understood every word.
- We walked carefully on the icy bridge, taking each step with great care.
- Nervously, the little girl sang the National Anthem in front of the big crowd.



Your Turn!

1. Let's read the directions.

1. I will do number 1 with you.

3. You complete the rest on your own.

4. When you are done, read an AR book silently.

NAME: _____

DATE: _____

6.2

ACTIVITY PAGE

Making Adverbs With the Suffix -ly

- Draw a wiggly line under the verb.
- Then, change the adjective under the blank to an adverb by adding -ly.
- Write adv. above the adverb and draw an arrow from the adverb to the verb it describes. Then, answer the question after the sentence.

Example: The puppy whimpered ^{adv.}quietly in pain on the way to the vet's office.

How did the puppy whimper? quietly
(quiet)

1. We waited _____ for the day of the field trip to arrive.
(eager)

How did we wait? _____

2. The team cheered _____ when the winning goal was scored.
(loud)

How did the team cheer? _____

3. I organized my things _____ when I cleaned out my desk.
(neat)

How did I organize my things? _____

4. My mother taught us to speak _____ to adults.
(polite)

How did my mother teach us to speak to adults? _____

5. The farmer spoke _____ to the scared horse.
(calm)

How did the farmer speak? _____

Too, To, and Two

Let's read these sentences aloud:

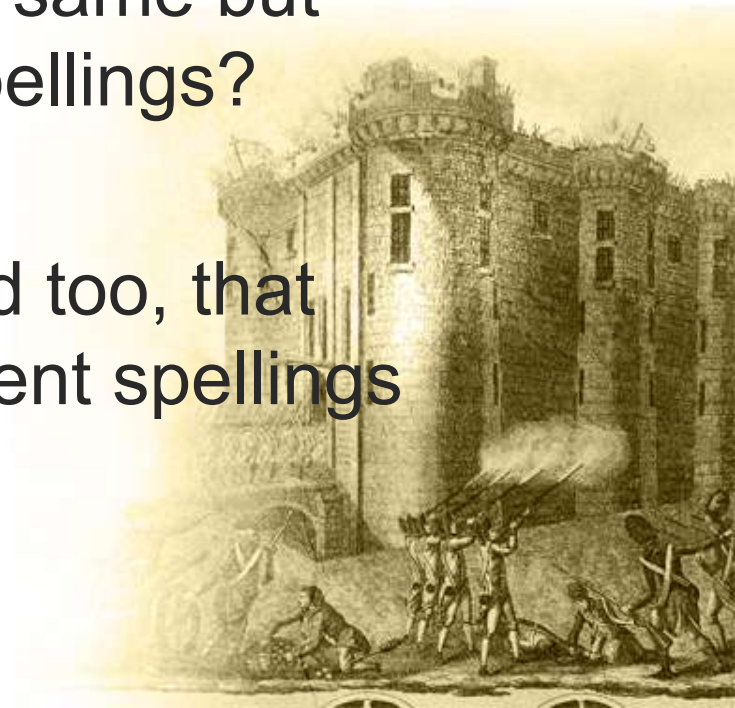
Mrs. Parker read to her twin girls. When she babysat the twins, Elsie read to the two sisters too.

What three words all sound the same but have different meanings and spellings?

» to, too and two

What are words like to, two, and too, that sound the same but have different spellings and meanings called?

» homophones



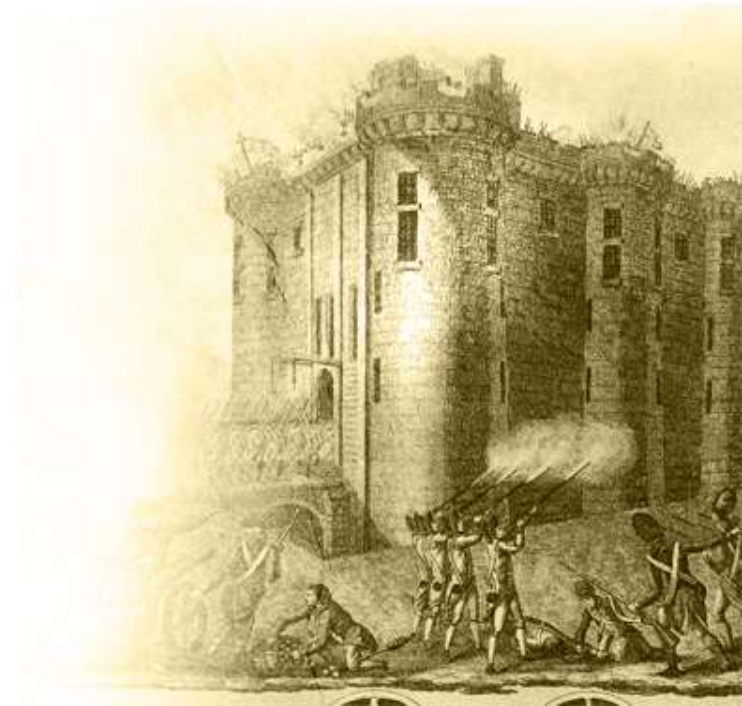
- In Lesson 4, we learned that to was a preposition.
- What are some sentences using the word to?
- Now, what does the word two mean?
- What are some sentences using the word two?
- Finally, what does the word too mean?
- What are some sentences using the word too?



Exit Slip

Write a sentence that uses at least two of the frequently confused words, to, two, and too.

If you finish, read an AR book.

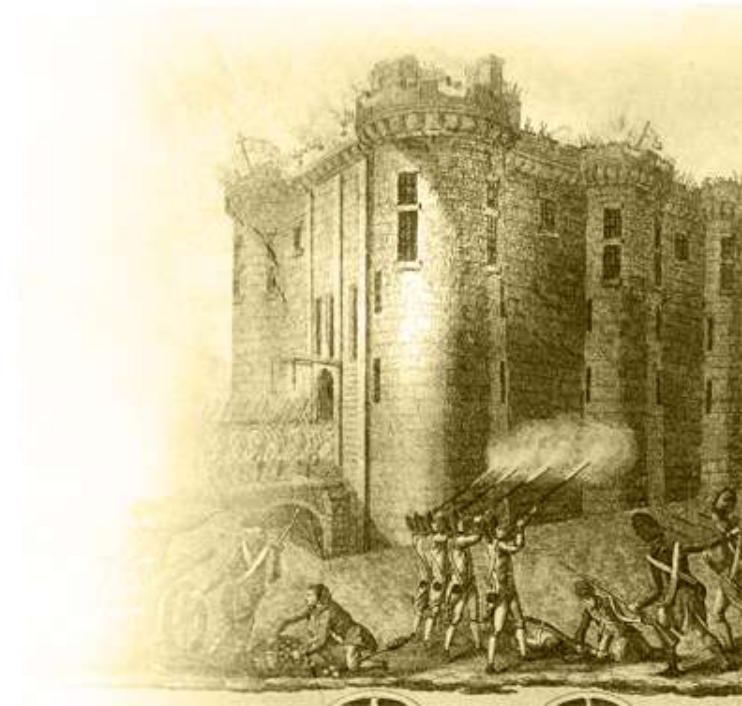


Morphology

15 min.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words

Objective: I can use my knowledge of morphology and the prefix en– to accurately read and interpret unknown words.



Prefixes

A prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.

We previously
learned...

Un-

Non-

Today, we are
learning en-

Both mean “not.”

Examples: unhappy, unfamiliar, nonessential, nontoxic

Means “in” or “to make”

Words with the prefix en– can be nouns or verbs, but are usually verbs. You will need to examine how these words are used in sentences to help them determine the part of speech.

When the prefix en– is added to English root words, the part of speech of the new words changes to a verb, no matter what part of speech the root word is.

Let's look at more...

- sure
- Sure means “certain.”
- “I was sure I put my homework in my backpack before breakfast.”
- Ensure – what is the meaning of this word?
(to make sure or to make certain)
- My teacher enlarged the homework activity page so we could all see it easily on the board.
- Most people in the Middle Ages focused on what they owed the local lord in the way of payment, and how to ensure their place in heaven.

- Enamor – What is the prefix?
 - (en–)

What does the prefix en- mean?
(“in” or “to make”)

What is the meaning of enamor?
(“to charm”; verb)

- We were so enamored with the island that we vacationed there year after year.



English Root Word	Meaning	Affixed Word	Meaning	Sentence
large	(adj.) big	enlarge	(v.) to make bigger	We asked the teacher to <u>enlarge</u> the image so we could see the details better.
able	(adj.) can do something	enable	(v.) to make it so you can do something	The science lesson on living things <u>enabled</u> me to grow flowers in the garden.
circle	(n.) a round shape	encircle	(v.) to make a circle around	The students <u>encircled</u> their teacher, eager to see the pictures in the book she read aloud.
dear	(adj.) much loved	endear	(v.) to make much loved	To <u>endear</u> himself to the girl he liked, Tom shared his snack with her.
force	(n.) strength or power	enforce	(v.) to use strength or power to make something to happen	The principal stands in the hallway to <u>enforce</u> the rule about no running in the hallway.
danger	(n.) the possibility that something bad will happen	endanger	(v.) to put in danger	Not wearing your seat belt while riding in a car <u>endangers</u> your life.
trust	(n.) the belief that someone or something is honest, good, and reliable	entrust	(v.) to put trust in someone to do something	When my brother turned 12, my mom <u>entrusted</u> him with a copy of the house key to lock and unlock the door on his own.

NAME: _____

DATE: _____

- Let's read the directions.
- We will do #1 together.
- Then, you complete the rest on your own.
- If you finish early, read an AR book.

en-: Prefix Meaning "to make"

Write the correct word to complete each sentence. You may need to add -ed, -ing, or -s to make the word correctly fit in the sentence.

enable	encircle	endear	enforce	endanger	entrust
--------	----------	--------	---------	----------	---------

1. I hope that our many ballet lessons will _____ us to do well in the recital!
2. People _____ knights with protecting the weak during the Middle Ages
3. There were lots of police cars along the highway this morning to _____ the seatbelt law.
4. You just can't get mad at puppies—their sweet little eyes and cute noses always _____ them to anyone they meet.
5. Swimming during a thunderstorm can _____ your life because you could be struck by lightning.
6. The serfs' fields _____ their small houses.

Challenge: What do you think *enclose* means based on what you know about the prefix *en-* and the English root word *close*? Here is a sentence from the Reader that may help you:

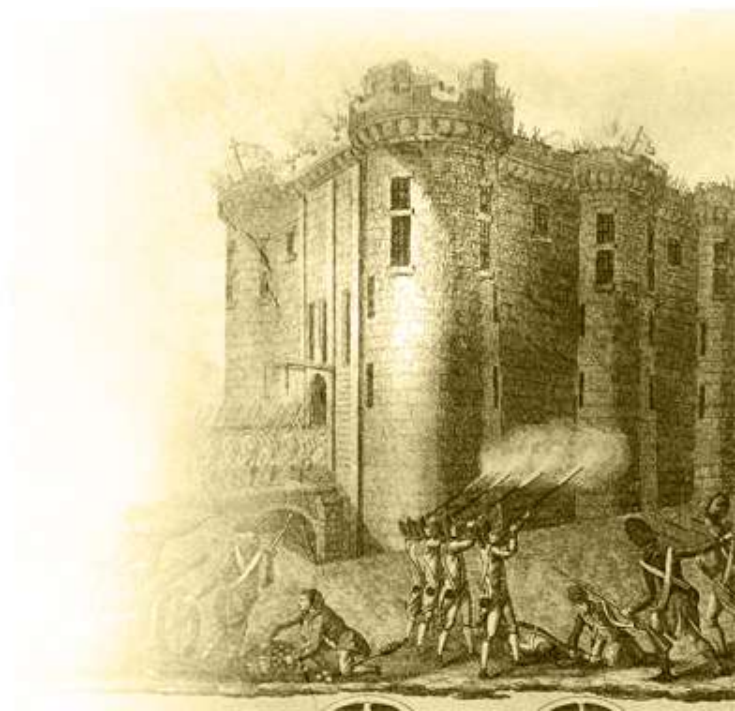
Castle walls sometimes enclosed a series of small buildings, like a little town.
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Lesson 6: Manors and Towns

Take-Home Material

READING; SPELLING

- Have students take home Activity Page 6.6 to complete for homework.
- Have students take home Activity Page 6.5 to complete for homework. Have students take home Activity Page 6.4 to use as a reference for practicing the spelling words.



Reflection

- What did we learn today?

