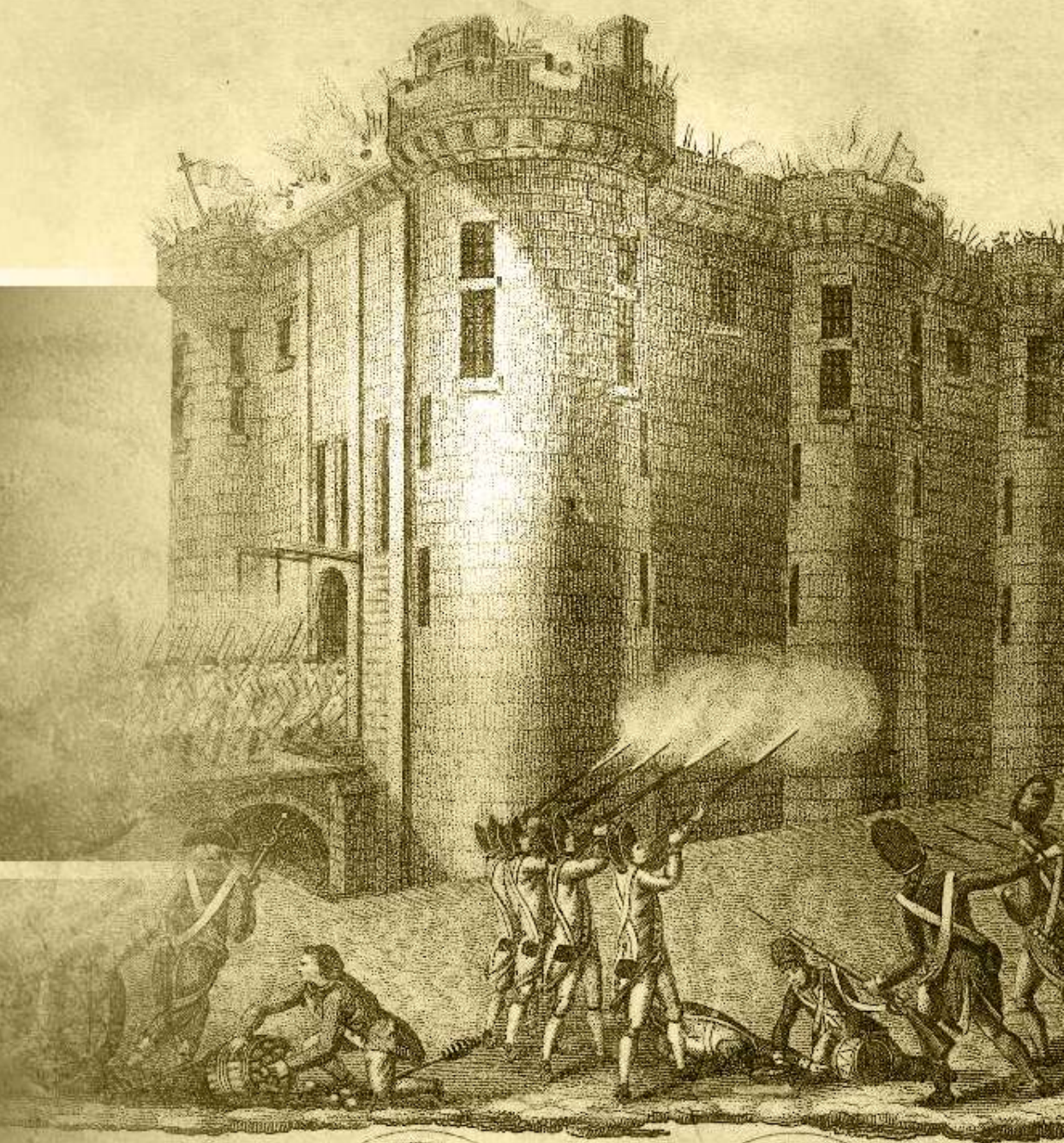


Unit 2, Lesson 7

Empires in the Middle Ages

Part 1



Review

- What fueled the rise in the number of towns during the Middle Ages?
trade
- Guilds also emerged during the Middle Ages. What role did guilds play in medieval towns?
Guilds controlled wages and set the price and quality of goods merchants sold.

Remember, in chapter 1 of the Reader, you heard an overview of the Middle Ages. In that chapter, you heard that the Christian Church was an important part of the everyday lives of people in the Middle Ages.

ACADEMIC VOCABULARY

summon, v. to call or send for someone

anchored, adj. strongly connected

fast, v. to eat little or no food (fasting)

rose window, n. a circular stained-glass window in a church that contains a pattern near the center (rose windows)

spire, n. a tall, cone-shaped structure at the top of a building (spires)

devote, v. to give time or attention to something (devoted)

exquisite, adj. extremely beautiful

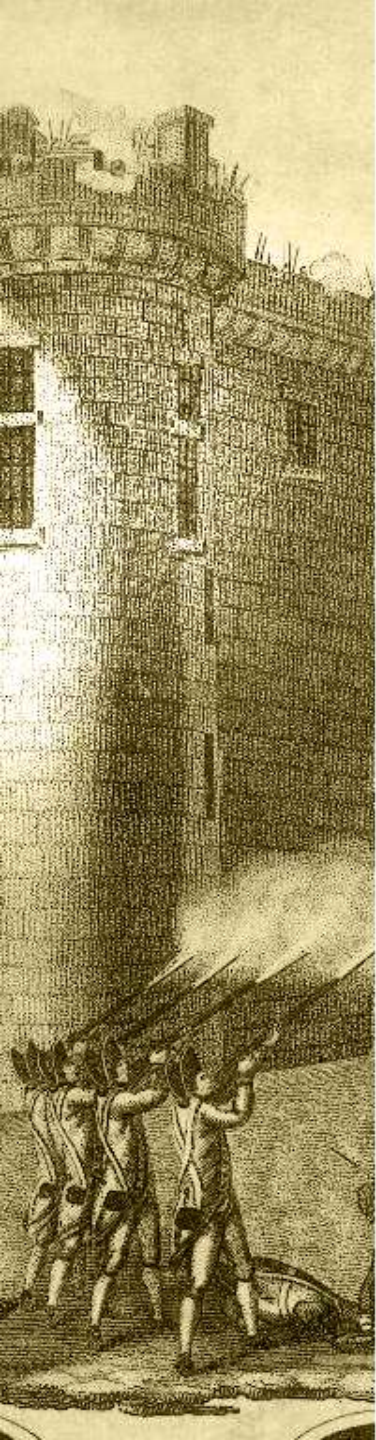
destined, adj. certain to become something or do something

humble, adj. not thinking you are better than others

sacred, adj. holy; deserving special respect



What is our Big Question?



Whole Group Reading

- Let's read the title of the chapter together, "The Power of the Church."
- Look at the italics used in the first paragraph on page 38. Do you remember our discussion about the use of italics in a previous chapter? Why did the author use italics?



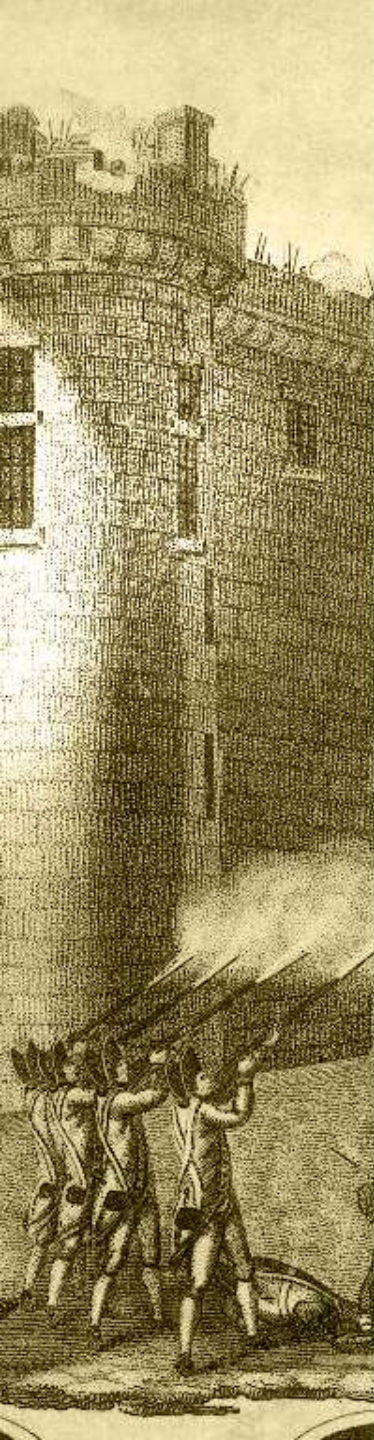
Whole Group Reading

- What do you think it means when the text says, “your life is anchored to the Church”?

It means the Church was very important to the lives of people and they were strongly connected to it.

The word church is written in this chapter with either a lowercase c or an uppercase C.

When it is written with a lowercase c, it means the actual church building. When it is written with an uppercase C, it is referring to the Church as an institution or organization made up of all the church buildings as well as all the leaders of the Church.



Lesson Wrap Up

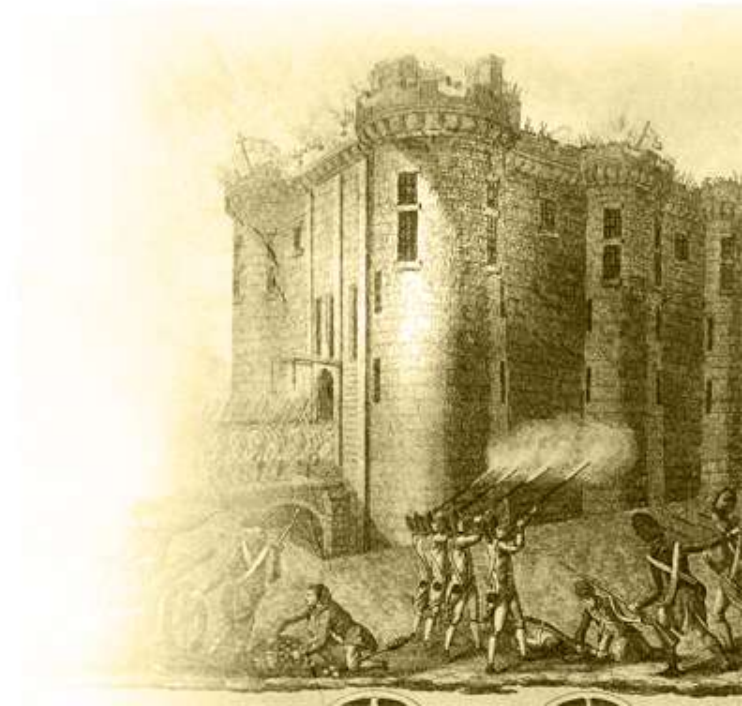
What practices from the Middle Ages show the influence and power of the Church?

Why would someone in the Middle Ages have decided to become a monk?

How would the lives of monks and serfs in the Middle Ages be similar? How would they have been different?

Check for Understanding

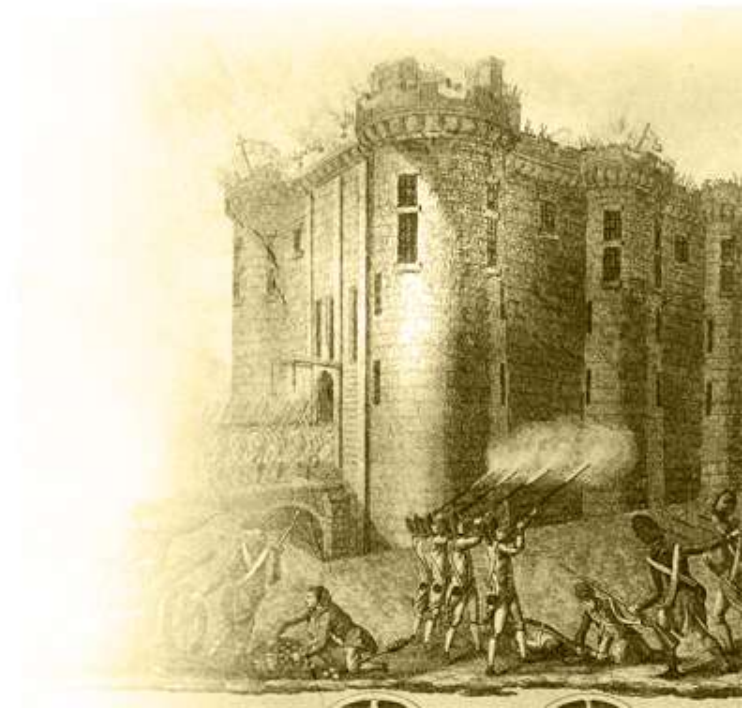
- We will play a game called “Monk or Serf”
- I will say a fact, and you will hold your fingers up whether you think that fact is true for a monk, a serf, or both.
- One finger: monk
- two fingers: serf;
- three fingers: both.

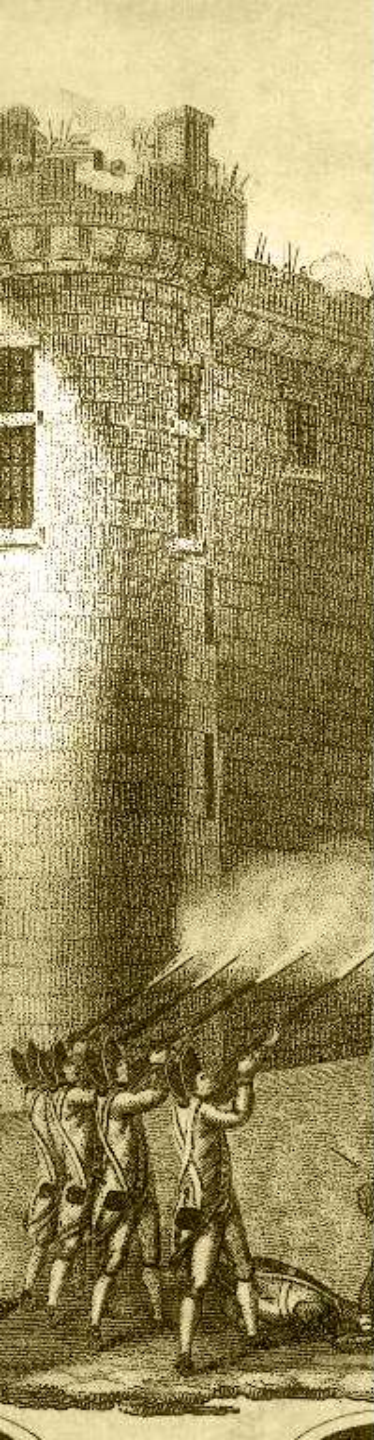


Monk or Serf?

- lived in monasteries
- taught to read and write
- controlled by a lord
- worked outside

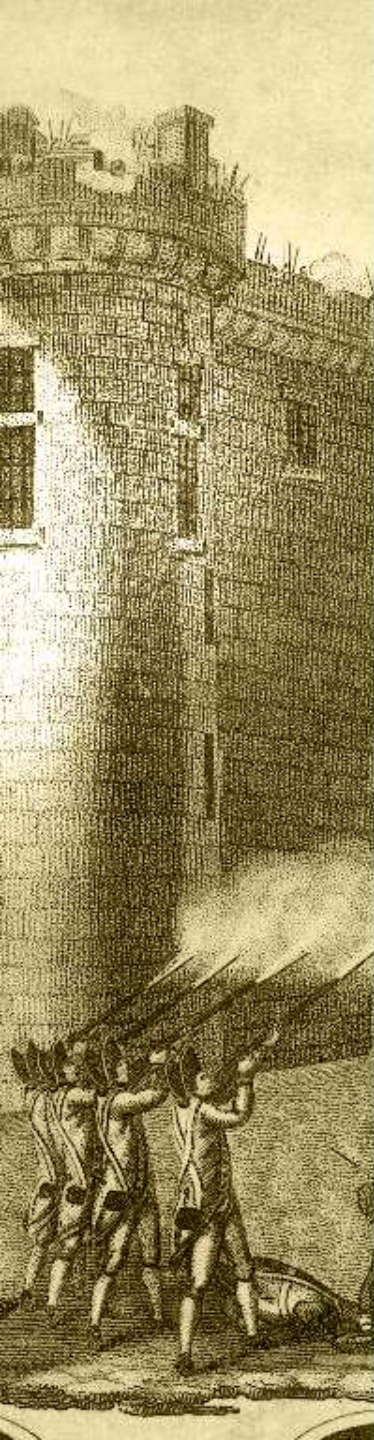
One finger: monk
two fingers: serf;
three fingers: both.





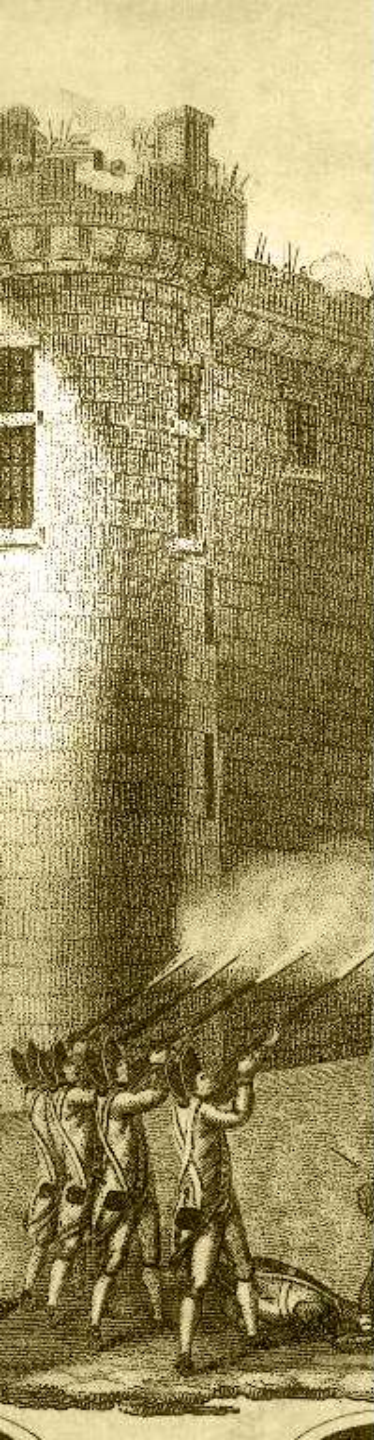
Review

- I am returning the serfs paragraph you completed for homework, along with a completed evaluation rubric.
- Take several minutes to read any comments, as well as the completed evaluation rubric. While this feedback applies specifically to the informative paragraph you wrote about serfs, understanding the specific areas where you need improvement will help you as you continue to write other paragraphs.
- The particular type of paragraph that you have practiced writing during the last several lessons was called an informative or explanatory paragraph, the purpose of which was to provide factual information about a particular topic.
- In addition to providing information, yet another purpose for writing may be to persuade the reader toward a certain point of view or opinion. You will start working today, and through the next several lessons, to learn how to write a persuasive paragraph and state an opinion.



Model Taking Notes

- Let's look at the "If You Were a Boy Serf" section that comes at the end of chapter 2. Several other chapters contain similar sections. These sections describe people in the Middle Ages and their place in society.
- We have read about serfs, lords, knights, craftsmen, monks, and nuns. You have taken notes and written descriptive paragraphs about serfs and lords.
- You will use a graphic organizer to gather information from the Reader about knights, craftsmen, monks, and nuns. This graphic organizer will help you determine which character you would choose to be during the Middle Ages.



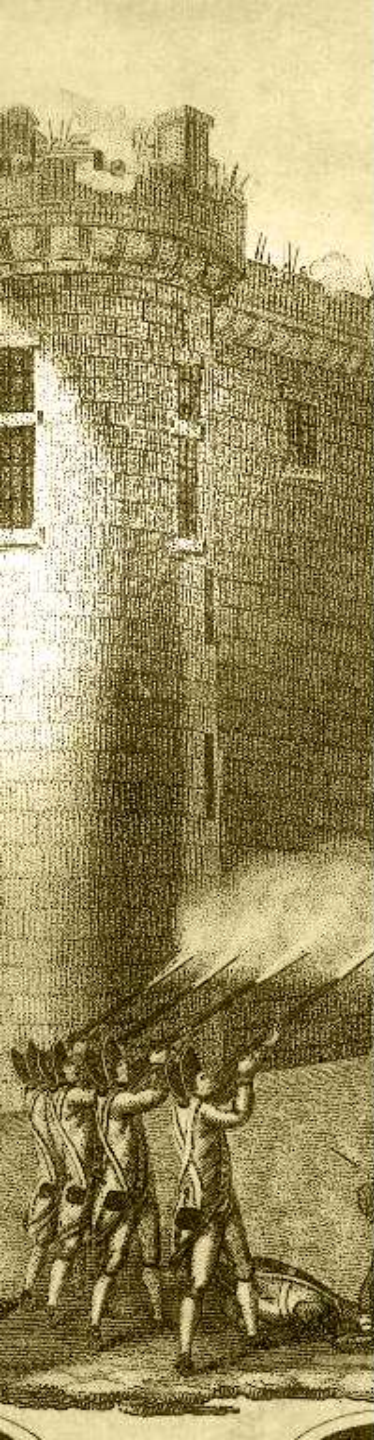
Model Taking Notes

- Turn to chapter 3, “Gloomy Castles and Jousting Knights.” Follow along as I review how to take notes from a text.
- Let’s begin with the section subtitled “If You Were a Knight.”
- I will model how to scan the text to locate information for the graphic organizer. We will take notes in the “Knights” column together.

Note Taking

I will assign you to one of the three groups for note taking: craftsmen (chapter 4), monks (chapter 5), and nuns (chapter 5 and page 36).

You will work as partners, with some partners starting with the “Homes” category and working from the top of the list down, and others starting with the “Amount of Power” category, working from the bottom of the list up.



Activity Page 7.2

Graphic Organizer: Knights, Craftsmen, Monks, and Nuns

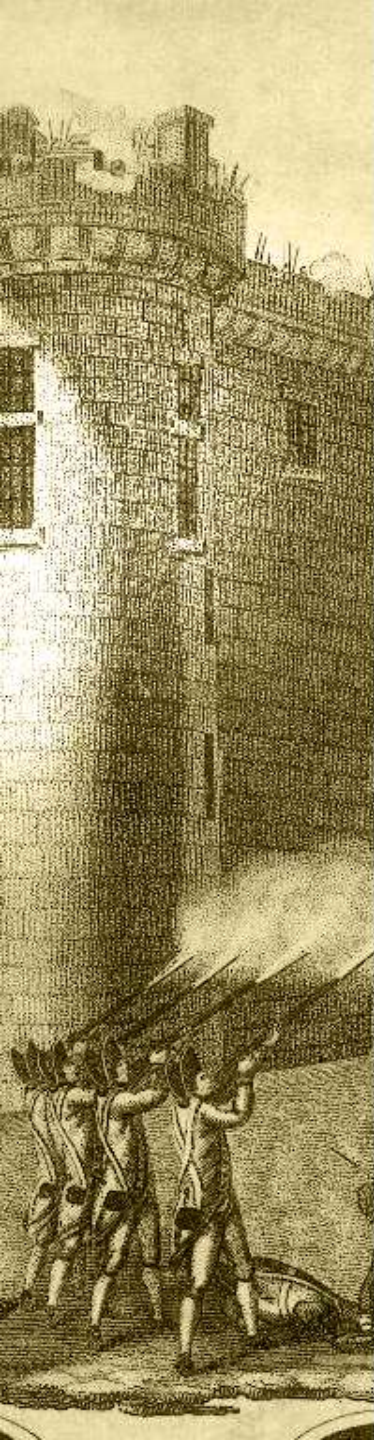
	Knights	Craftsmen	Monks or Nuns
Homes			
Work			
Clothing			
Food			
Amount of Power			

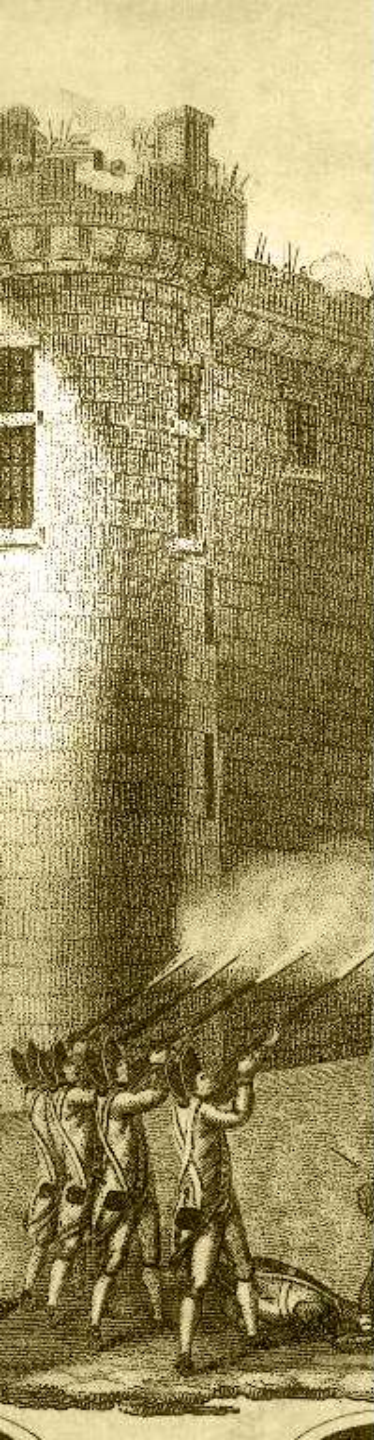
NAME: _____

DATE: _____

7.2

ACTIVITY PAGE





Practice Taking Notes

- Remember your assigned role, text chapter, and the category you should start with on the graphic organizer.
- It is very important to write key information in the shortest form possible. Paraphrasing, or writing the information in your own words, is the best way to take notes.
- Images and captions can provide details as well.
- You should write the page numbers of where you found each piece of evidence next to your paraphrased notes.

Share Notes

Let's share the notes you took for each category!

I will record the information that you collected about your particular “character” from the Middle Ages.

