

# Unit 2 – Middle Ages

## Horizontal Posters, Vertical Posters, and Writing Templates

**Knowledge Objective**  
We will be able to read and write about empires in the Middle Ages.

### KNOWLEDGE

**Parts of Speech**

What events happened during the Middle Ages?

**Unit 2: Grammar**  
The king owned a castle.  
The serf grew the crop.

**Medieval Feudal System**  
The Pope  
The Monarch  
Knights  
Church Leaders  
Monks & Nuns  
Clergymen  
MarCHANTS  
Peasants  
Serfs

**TIMELINE**

BEFORE COMMON ERA (BCE)						COMMON ERA (CE)						
3500	3000	2500	2000	1500	1000	500	0	500	1000	1500	2000	2500
Ancient Times						Middle Ages			Modern Times			
<p>Egypt 3000 BCE</p> <p>Greece 1000 BCE</p> <p>Rome 750 BCE</p>						<p>The Roman Empire divided in two: Western &amp; Eastern</p> <p>The power of the Christian church grew</p> <p>The Black Death killed 1/3 of the population</p> <p>Increase in architecture &amp; the printing press were created</p>			<p>Various tribes invaded &amp; took over the land</p> <p>Charlemagne helped set up the feudal system</p> <p>The Crusades 1095-1291 CE</p> <p>First Thanksgiving 1620 CE</p>			

**Unit 2: Grammar**  
The king owned a castle.  
The serf grew the crop.

**Unit 2: Prefixes**  
non- not  
un- not  
en- to make

**Parts of Speech**

**Unit 2: Grammar**  
The king owned a castle.  
The serf grew the crop.

**noun**  
A word that is a person, place, or thing.

**adjective**  
A word that describes a noun.

**verb**  
A word that names an action.

**adverb**  
A word that describes a verb.

Last Year

**Medieval Feudal Society**

**TIMELINE**

3500	3000	2500	2000	1500	1000
Ancient Times					
Before Common Era BCE					

**World Map**  
Roman Empire

# Knowledge Objective

We will be able to  
read and write  
about empires in the  
Middle Ages.



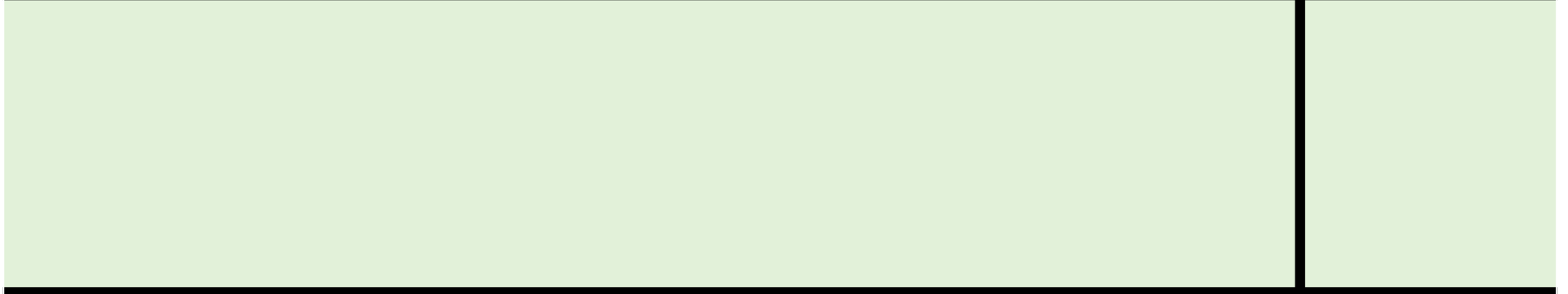
**3500 3000**

**BEFORE COMMON ERA  
(BCE)**

**2500    2000    1500**

**Ancient Times**

# TIMELINE



1000

500

0



**COMMON ERA  
(CE)**

**500**

**1000**

**1500**

**Middle Ages**

**2000 2500**

**Modern Times**

**What events  
happened during  
the Middle Ages?**

**The Roman Empire divided  
in two: Western & Eastern**

**The power of the Christian  
church increased**



**The Black Death killed 1/3  
of the population**

**Incredible architecture  
was created**

**Various tribes invaded &  
took over the land**

**Charlemagne helped set  
up the feudal system**

**The Roman  
Empire divided  
in two: Western  
& Eastern**

**Various tribes  
invaded & took  
over the land**

**The power of  
the Christian  
church grew**

**Charlemagne  
helped set up  
the feudal  
system**

**The Black  
Death killed  
1/3 of the  
population**

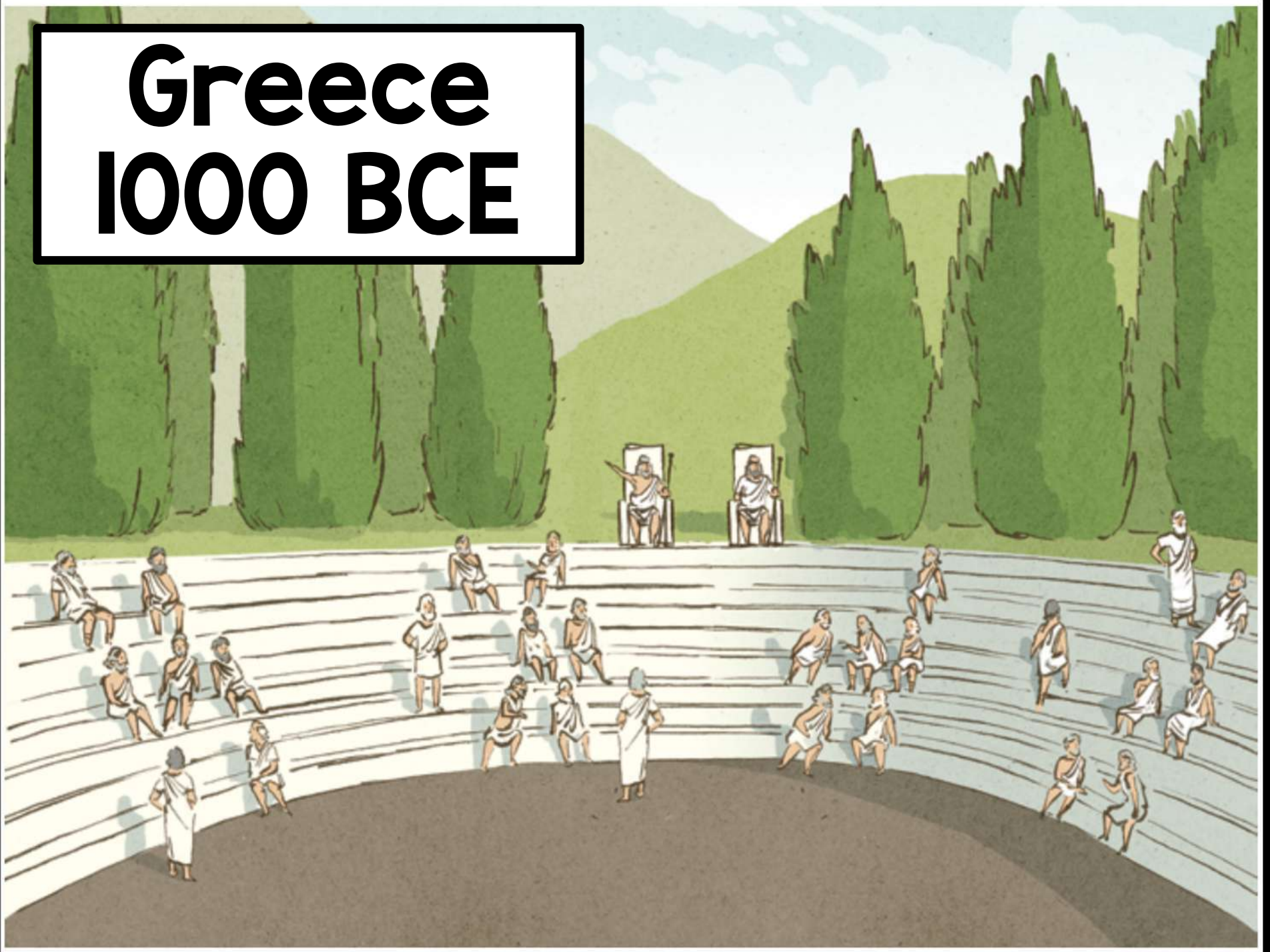
**Incredible  
architecture & the  
printing press  
were created**

# Egypt 3100 BCE

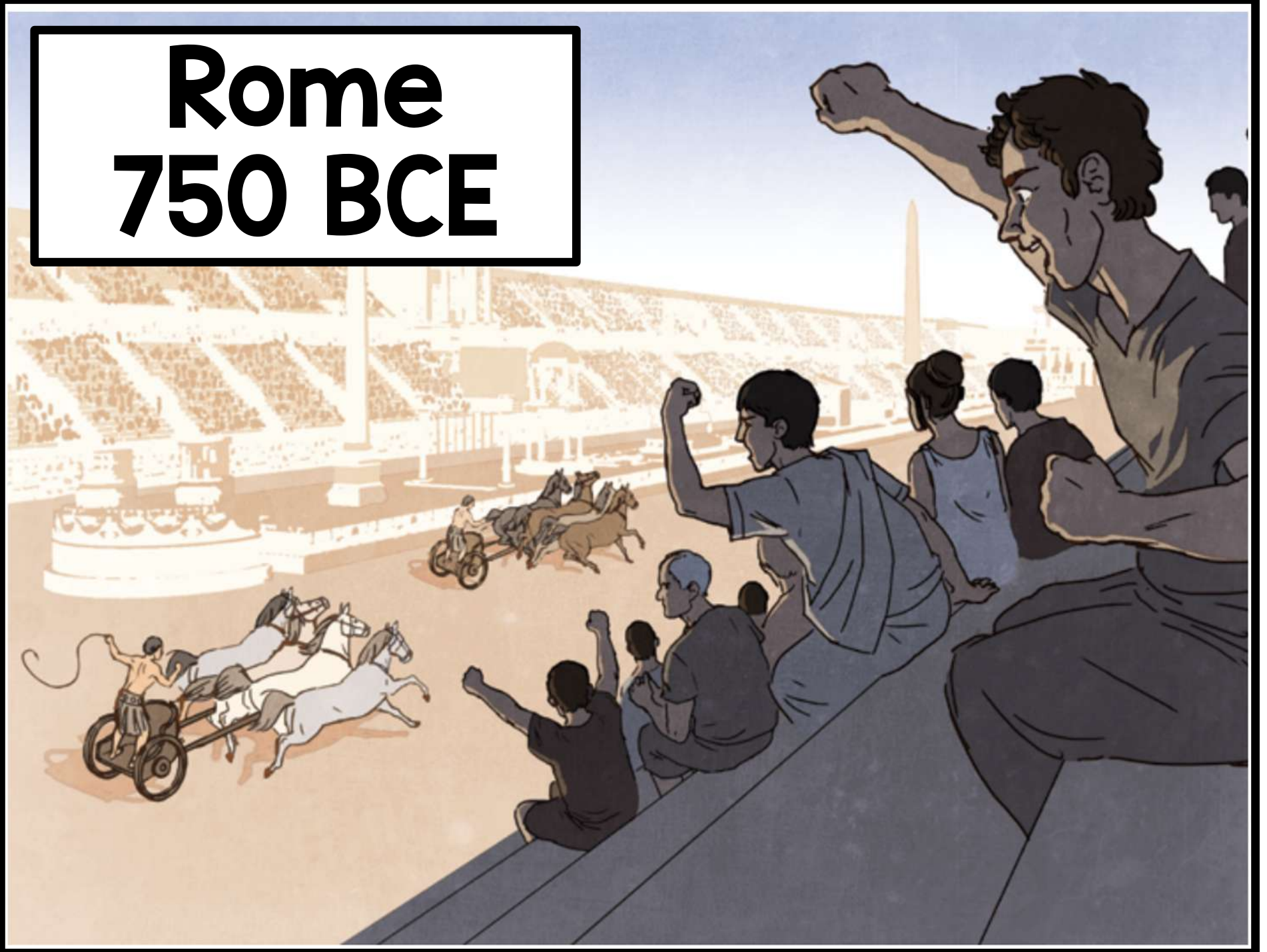




# Greece 1000 BCE

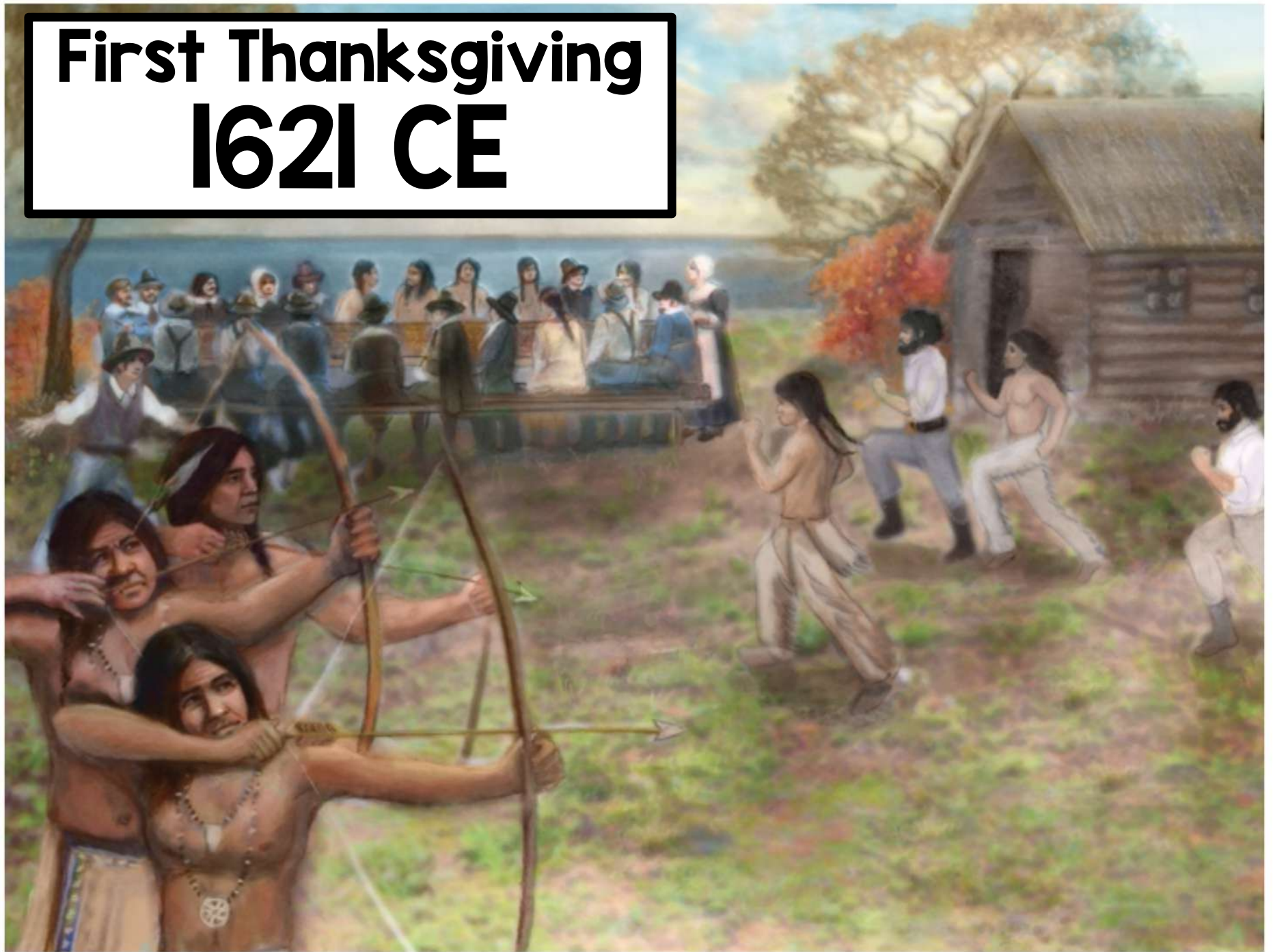


# Rome 750 BCE





# First Thanksgiving 1621 CE



# Our School

## Present Day





# Hill Elementary 2024 CE





# **TIMELINE**

**What events  
can we add  
to the  
MIDDLE AGES?**

**MIDDLE  
AGES**

**Common  
Era**

**Before  
Common  
Era**

3500

3000

2500

--	--	--	--	--	--

# Ancient Times

2000

1500

1000

--	--	--	--	--	--

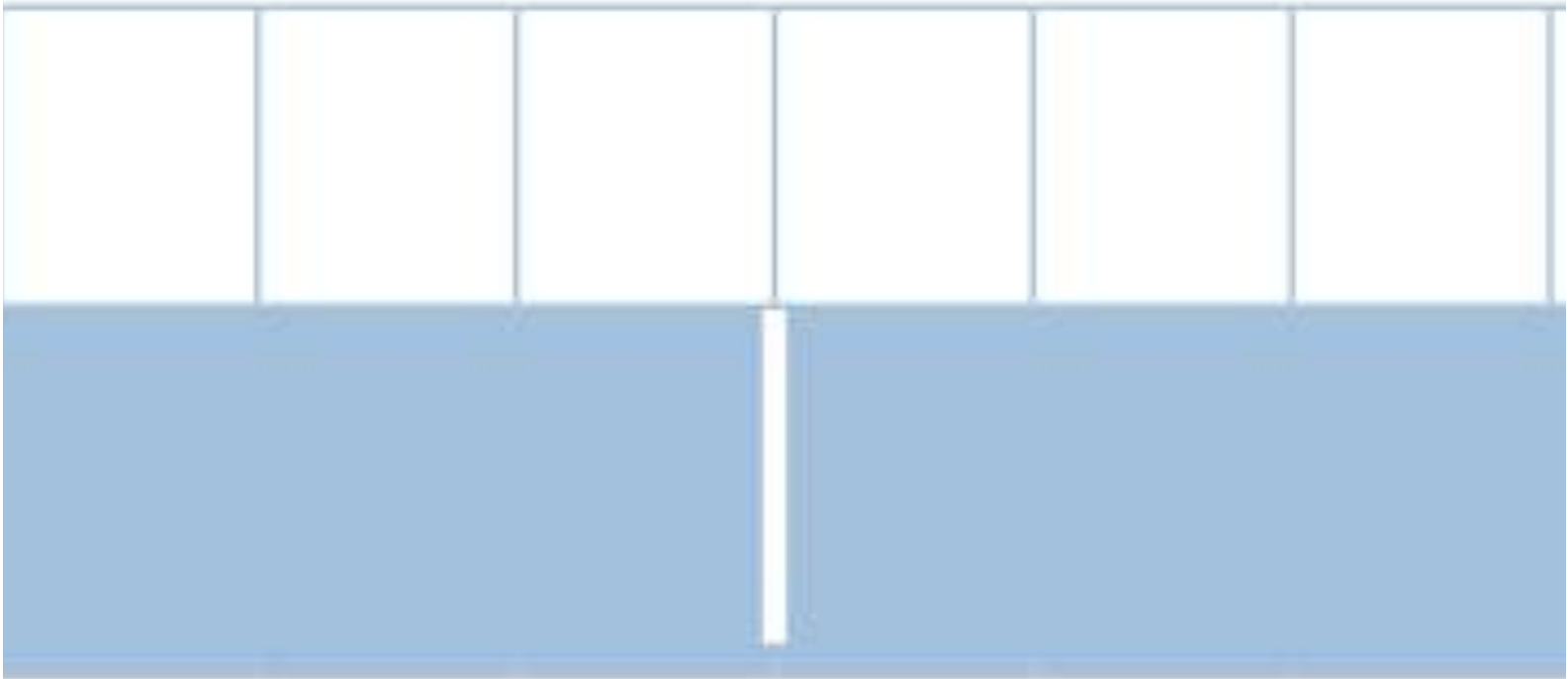
BCE



500

0

500



# Modern Times

1000

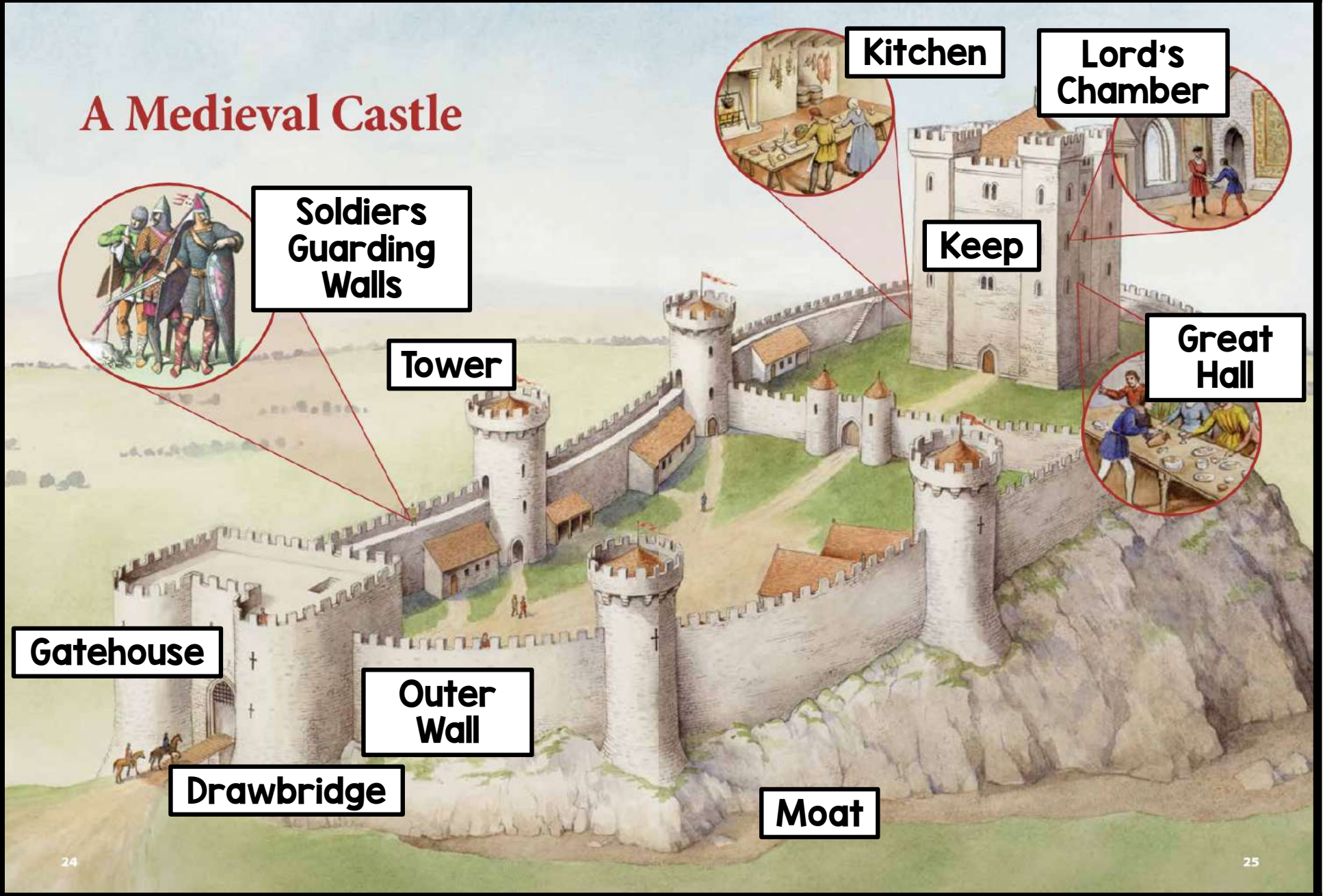
1500

2000

CE

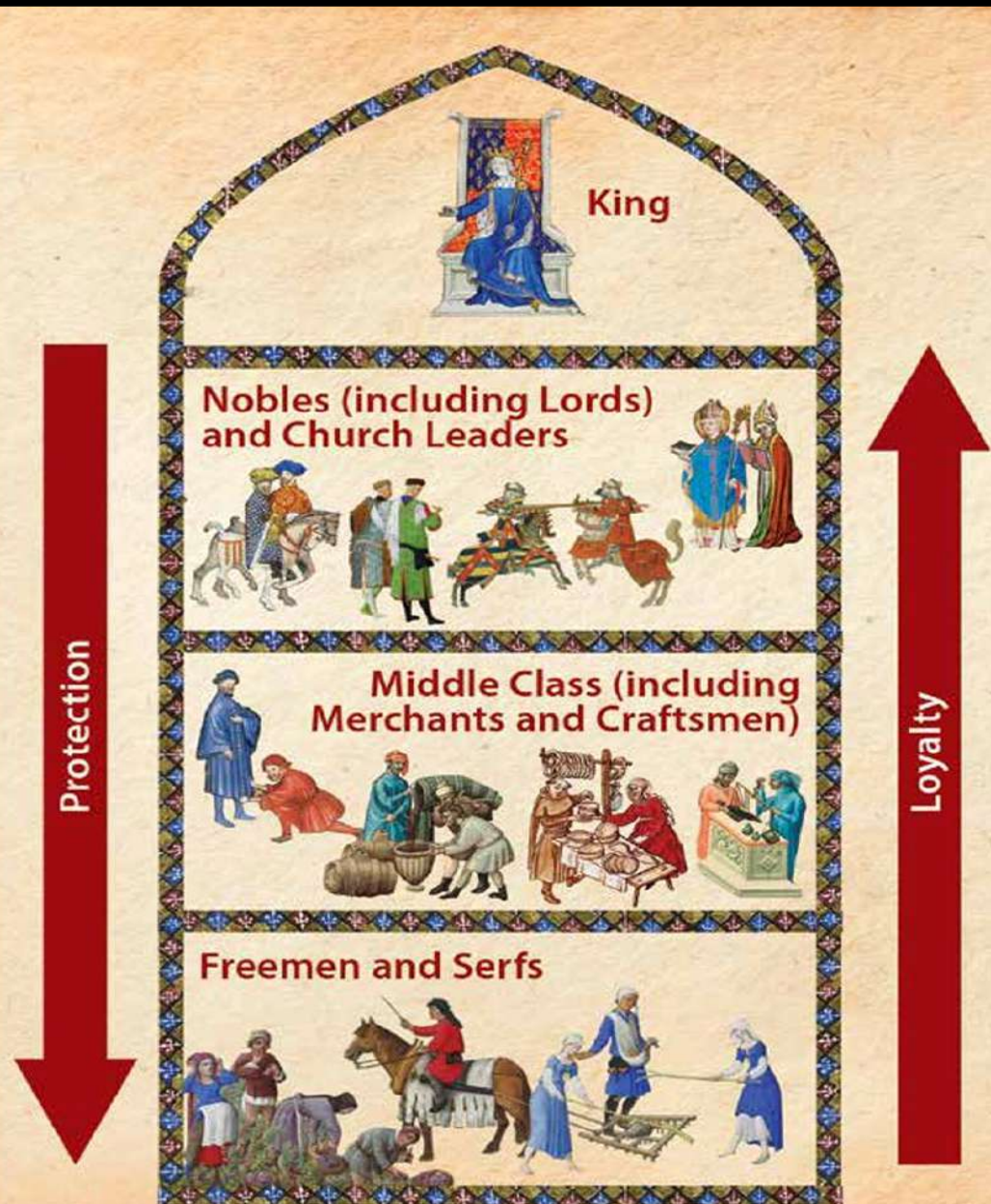
# Medieval Castle

## A Medieval Castle





# Medieval Feudal System



**The Pope**  
**The Monarch**

**Nobles**  
**Church Leaders**

**Knights**  
**Monks & Nuns**

**Craftsmen**  
**Merchants**

**Freemen**  
**Serfs**

Unit 2 Lesson 10

# Spelling Words

**seize**

**retreat**

**transform**

**acquire**

**establish**

**promote**

**surrender**

**fatal**

**thrive**

**unravel**



Unit 2 Lesson 15

# Spelling Words

**nonfiction**

**entrust**

**unlikely**

**nonsense**

**enjoy**

**unsettle**

**nonstop**

**unsuccessful**

**unable**

**unusual**

**ensure**

**nonissue**

**nonverbal**

**enclose**

**unrest**

Unit 2 Lesson 23

# Spelling Words

**collapse**

**diverse**

**hyena**

**integrity**

**illiterate**

**fray**

**conquest**

**governor**

**guilty**

**humiliate**

# Parts of Speech

**subject**

**Who or what  
the sentence  
is about.**

**predicate**

**The full  
action in the  
sentence.**

# noun

A person,  
place,  
or thing.

# adjective

A word that  
describes a  
noun.

# verb

A word that  
names an  
action.

# adverb

A word that  
describes a  
verb.

# subjects & predicates

**subject**

**predicate**

**The king owned a castle.**

**subject**

**predicate**

**The serf grew the crop.**

# Unit 2: Grammar

**subject**

**predicate**

**The king owned a castle.**

**subject**

**predicate**

**The serf grew the crop.**

**subject**

**who/what the sentence is about**

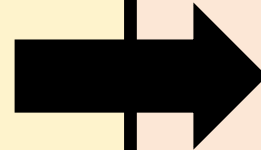
**predicate**

**the full action in the sentence**

## noun

**names a person,  
place, or thing**

king  
castle  
sword



## adjective

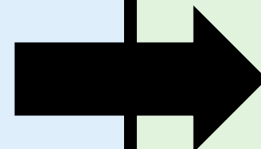
**describes a  
noun**

**mean** king  
**tall** castle  
**sharp** sword

## verb

**names an  
action**

talked  
rode  
marched



## adverb

**describes a  
verb**

talked **loudly**  
**quickly** rode  
marched **away**

# Types of Sentences

**Declarative:** a simple statement

The king was Henry II.

**Interrogative:** a question

What did the knight do?

**Imperative:** a command or order

Meet me at the castle.

**Exclamatory:** a statement expressing excitement or emotion

I hate being a serf!



# Unit 2: Prefixes

**non-**

**not**

**non**fiction  
**non**sense  
**non**stop  
**non**issue  
**non**verbal  
**non**toxic

**un-**

**not**

**un**successful  
**un**likely  
**un**happy  
**un**able  
**un**usual  
**un**wrap

**en-**

**to make**

**en**trust  
**en**joy  
**en**sure  
**en**circle  
**en**able  
**en**courage

# Unit 2: Root Words

**arch**

**ruler**

archduke  
archrival  
hier**archy**  
an**archy**  
matri**arch**  
patri**arch**

**graph**

**write/draw**

autograph  
photograph**er**  
geograph**y**  
parag**raph**  
biograph**y**  
telegraph

# Unit 2: Root Word

The root word arch  
means “ruler”

archduke

a chief duke

archrival

a main rival; opponent

hierarchy

an organized system  
that ranks things  
according to power or  
importance

anarchy

a situation not  
controlled by rules

matriarch

a woman who rules a  
family or tribe

patriarch

a man who rules a  
family or tribe

# Unit 2: Root Word

The root word graph means “to write/draw”

## autograph

a written signature

## photographer

a person who takes photos, especially as a job

## geography

the study of places on a map

## paragraph

a piece of writing

## biography

a story about a real person's life written by someone else

## telegraph

a system for transmitting messages

# CAUSE

The reason  
that  
something  
happens.

Answers the question why?

because	since
due to	first
one cause is	

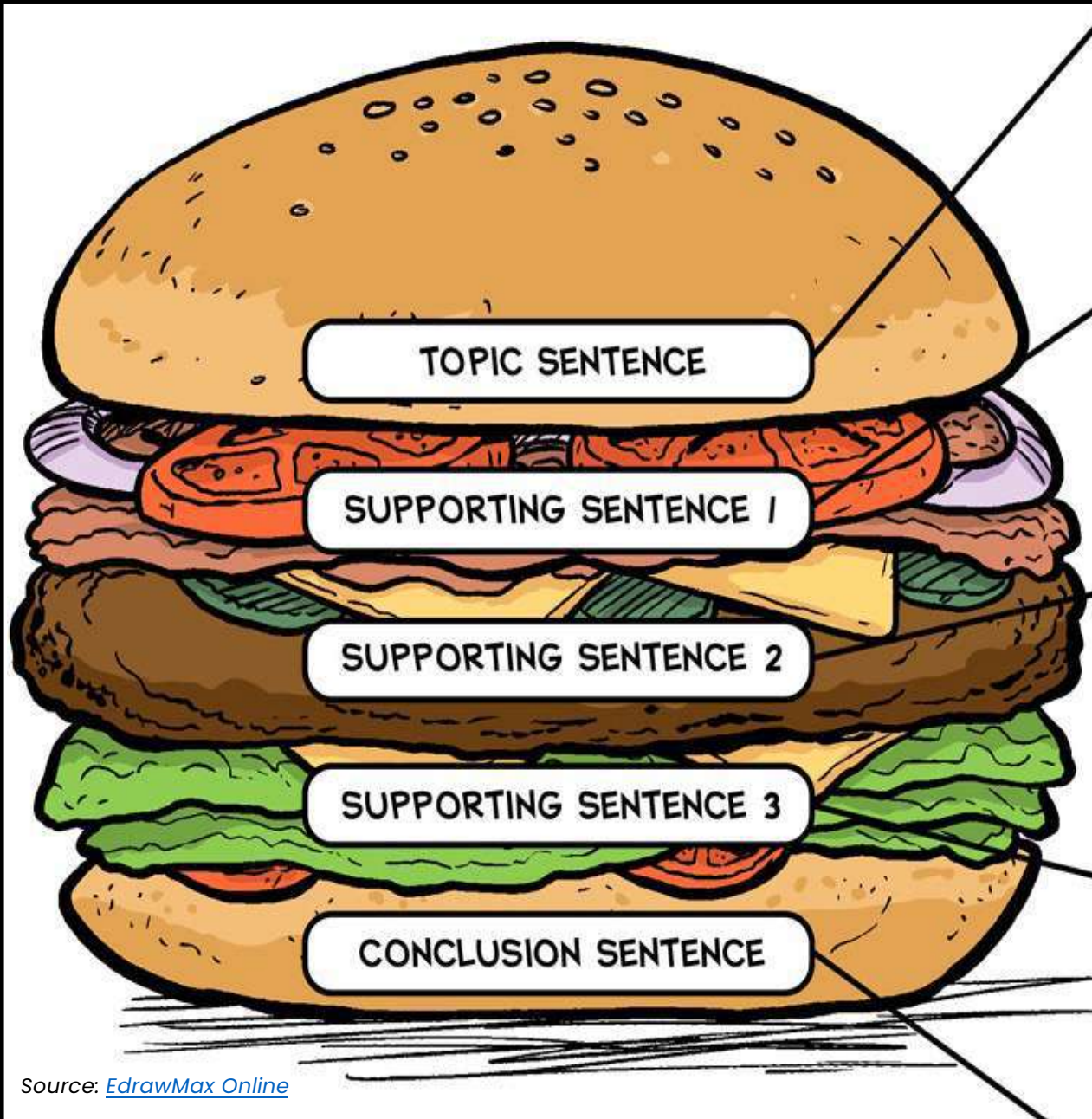
# EFFECT

The result  
after  
something  
happens.

Tells what happened.

consequently	
so	thus
as a result	

# Persuasive Paragraph



If I lived in the Middle Ages, I would choose to be a \_\_\_\_.

My first reason is \_\_\_\_\_.

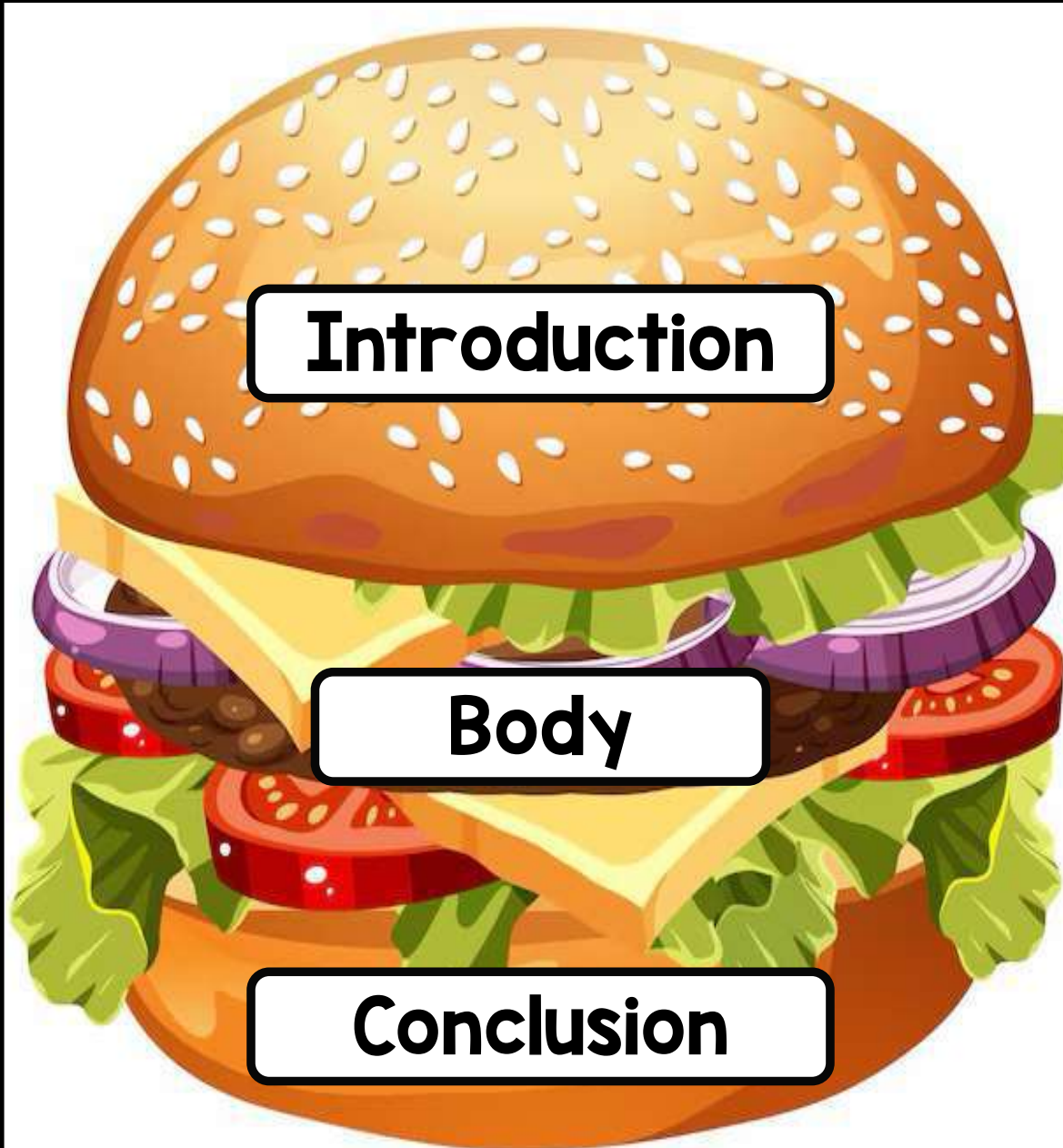
My second reason is \_\_\_\_\_.

A final reason is \_\_\_\_\_.

As you can see, choosing to be a \_\_\_\_ would have been \_\_\_\_\_.



# Historical Fiction Story



## Introduction

- ☐ Setting
- ☐ Protagonist
- ☐ Protagonist's Want

## Body

- ☐ Protagonist tries to get what they want, but they run into an obstacle

## Conclusion

- ☐ Protagonist overcomes obstacle
- ☐ Resolution

# Historical Fiction

## Introduction

There once was a 10-year-old boy named Umar. He lived in the Arabian desert in the year 610 CE. Umar was a poor Bedouin boy with short, brown hair who always wore a dirty, dark red robe. He was a very good boy. Because Umar lived in the desert, finding enough water to survive was a struggle. He always seemed thirsty. He was also starving because there were barely enough crops and cattle to feed everyone. All he wanted in life was to become wealthy so that he would no longer be thirsty or starving. Unfortunately, there was an obstacle Umar faced that prevented him from becoming rich. He didn't know where he should go or how to get money!

## Body

Umar's luck began to change when he met a Muslim trader named Samir. Samir planned to stay in the desert village for a few weeks to help take care of his sick grandmother. Umar saw that Samir was wearing expensive clothing and traveled on a camel with fancy silk robes on its back. Umar asked, "How did you become so rich?" Samir responded, "If you tend to my camel for the next few weeks, I will teach you how to become a trader like me." Umar excitedly agreed to this offer.

During the day, Umar fed Samir's camel and made sure raiders wouldn't steal the silk off the camel's back. At night, he made sure hyenas and other predators didn't attack the camel. Each day, Umar and Samir would eat lunch together. While they ate, Samir gave Umar advice about how to become a trader.

Then one night, Umar fell asleep while he was supposed to be watching the camel. When he woke up, the camel was nowhere to be found. Umar began to panic. He started running deep into the desert until finally he came face to face with a pack of savage hyenas! One of the hyenas had already severely bit the camel's leg and now the camel was laying there helpless in the sand. Umar had to do something!



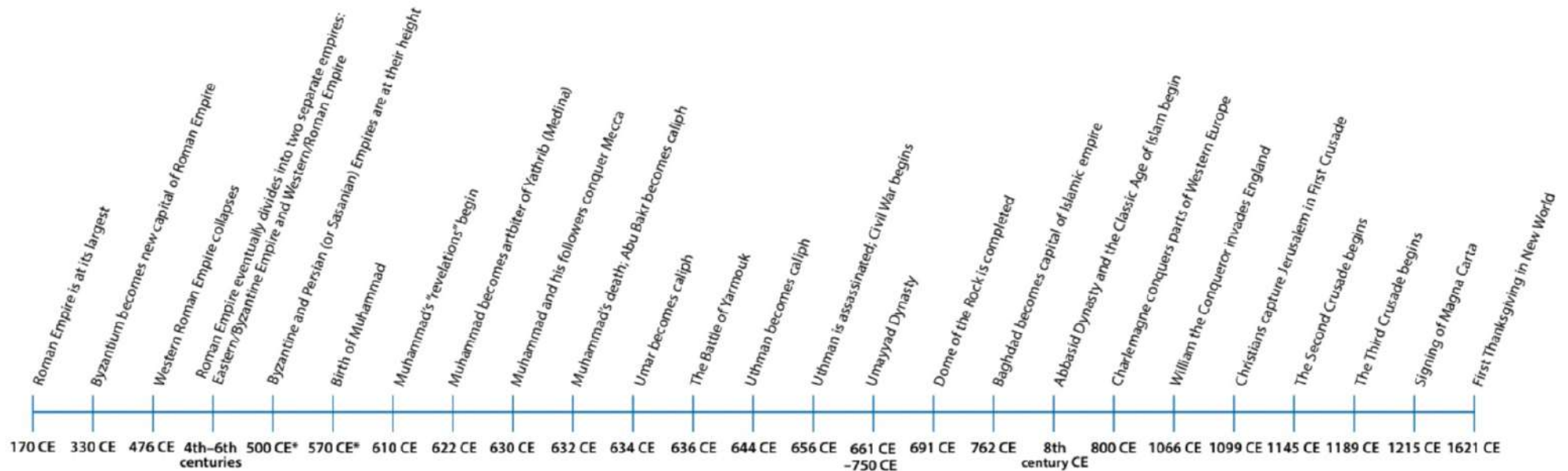
**Name:** \_\_\_\_\_

**4 3 2 1**

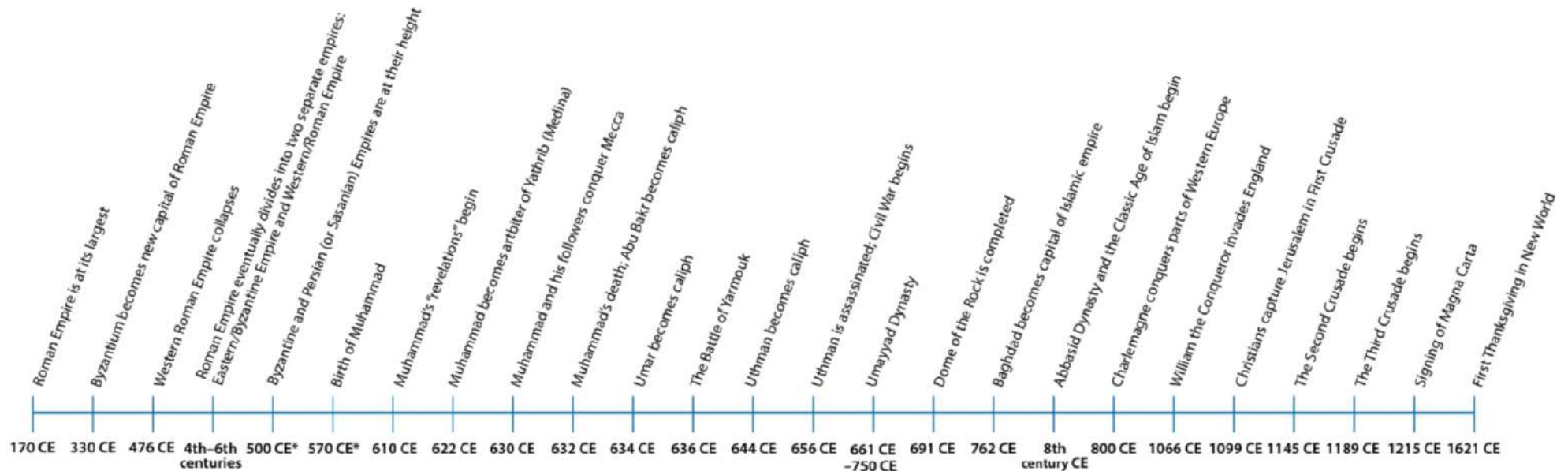
## Historical Fiction Conclusion

[illegible]

# Unit 2 Part 2 Timeline Bookmark



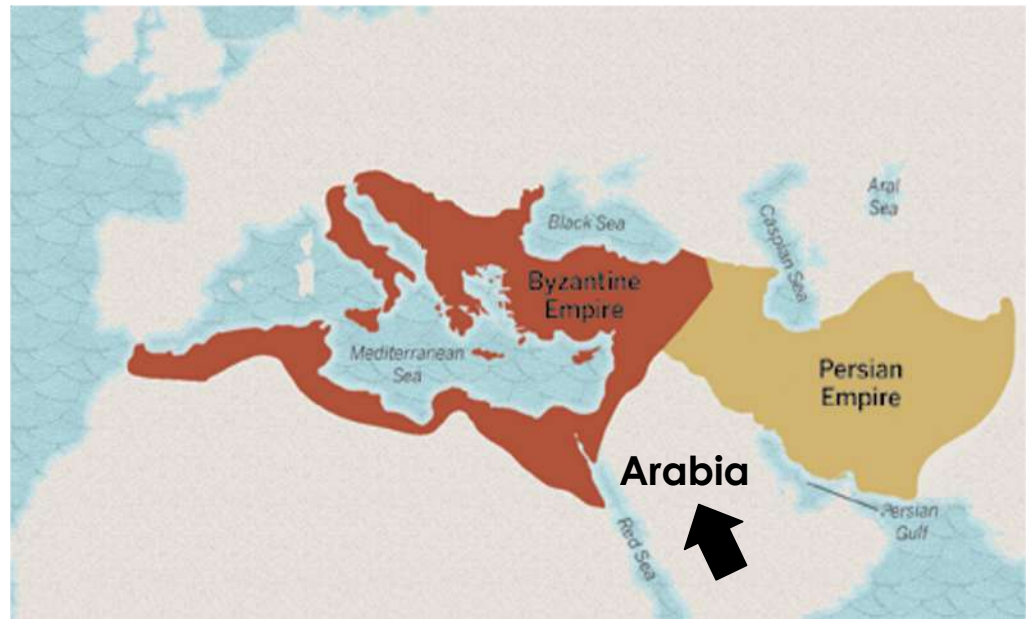
# Unit 2 Part 2 Timeline Bookmark



# Chapter 10 Review

Many believed that the Roman Empire would last forever... they were wrong. It became too big to govern and split in two. The Western Empire collapsed, and Medieval Europe emerged. The Eastern Empire continued for 1,000 years under a different name: the Byzantine Empire.

The Byzantine Empire and Persian Empire fought for hundreds of years. Money from trading was one of the reasons they fought. Arabia was wedged exactly between the two empires.



# Chapter II Review

We learned about the life of Muhammad. Muhammad was born in Arabia. He became an orphan when he was a baby and was sent out of the city of Medina to live in the desert of Mecca. He was raised by foster parents and later his uncle. His uncle was the head of the Quraysh tribe and taught him about Mecca's trading routes. Muhammad rose from being a humble camel boy to a successful merchant.

Muhammad was around 40 years old when he had his first vision of the angel Gabriel. Muhammed shared his revelations with many tribes and towns near Mecca. Those who believed in his message called themselves Muslims. Muslims are monotheistic and worship Allah. Muhammad became the founder of the Islam religion and proclaimer of the Qur'an. Muhammad became the most important religious and political leader in Arabia.



An illustration of Mecca





# Chapter 12 Review

After Muhammad's death. A caliph was needed to lead Islam. A caliph is a religious, political, and military leader. A disagreement arose about who should become the new leader. This led to the formation of two different branches of Islam: the Shia and Sunni. Shias believed that Ali (Mohammed's cousin and son-in-law) was chosen by Allah to hold the title. Sunnis believed Abu Bakr (Muhammed's trusted friend and father-in-law) was the first rightful leader of Muslims.



Abu Bakr and the Muslims

# Chapter 12 Review

Abu Bakr became Mohammed's successor and helped Arabia become more powerful and united.

Umar became the second caliph after being nominated by Abu Bakr on his deathbed. Umar won many battles and established the Islamic Empire. He expanded into the Byzantine Empire and completely broke the Persian Empire.

Uthman became the third caliph. Many thought he did not behave as a pious Muslim should. He had a reputation for taking taxes from the people and spending the money for his own pleasure, on his family, and on his friends. Uthman formed many enemies. So after his death, they did not choose someone from his clan.

Ali, Mohammed's son-in-law became the fourth caliph.

## Rashidun Caliphate



Abu Bakr  
(632-634)



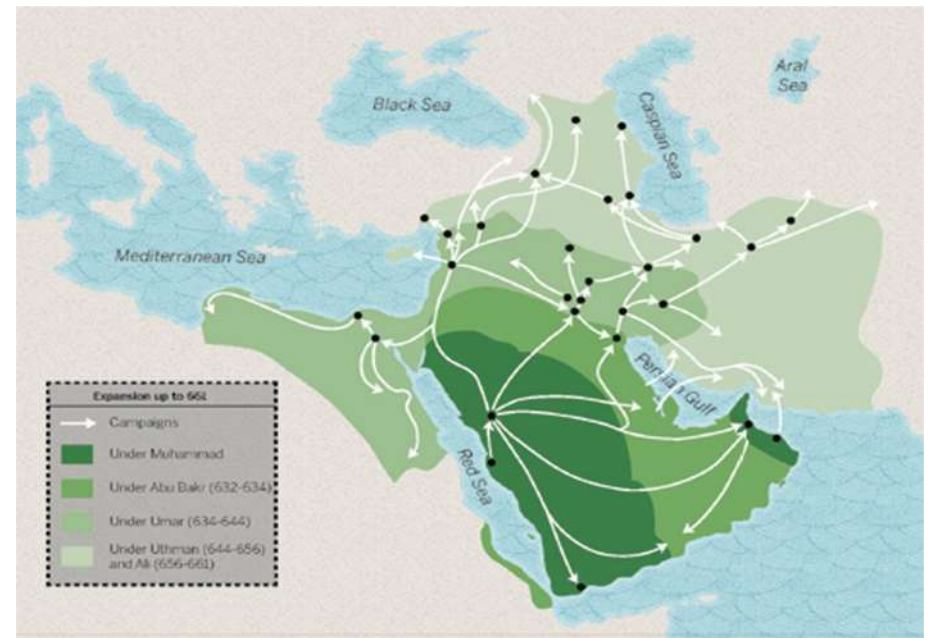
Umar  
(634-644)



Uthman  
(644-656)

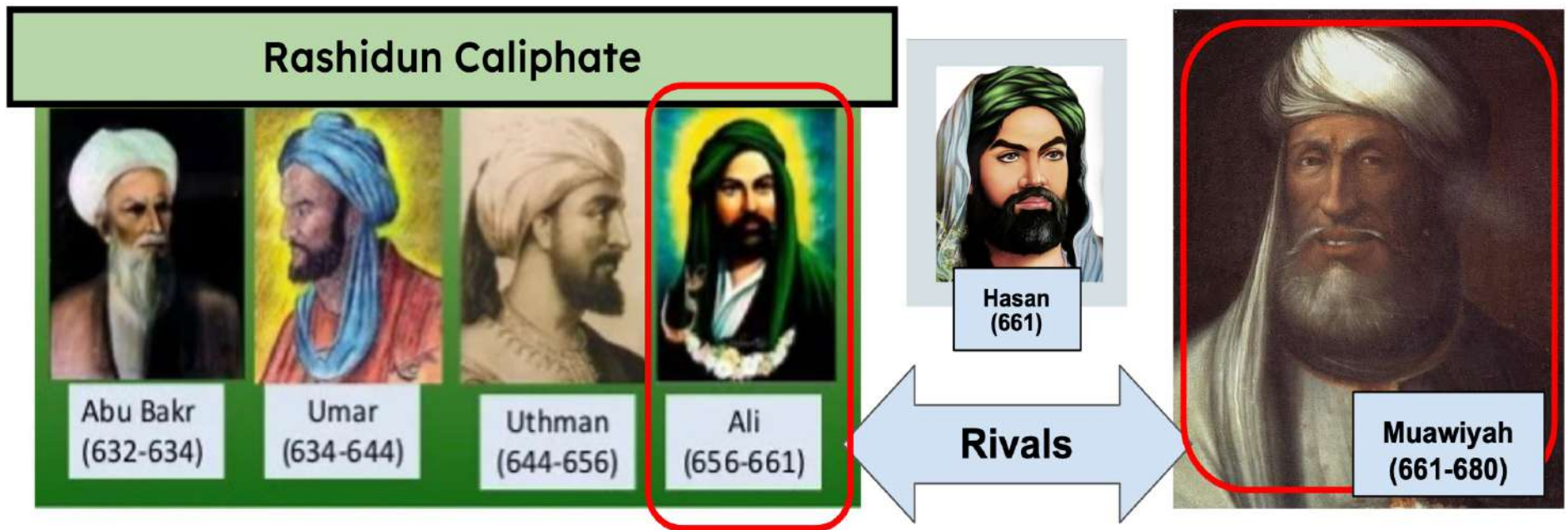


Ali  
(656-661)



# Chapter 13 Review

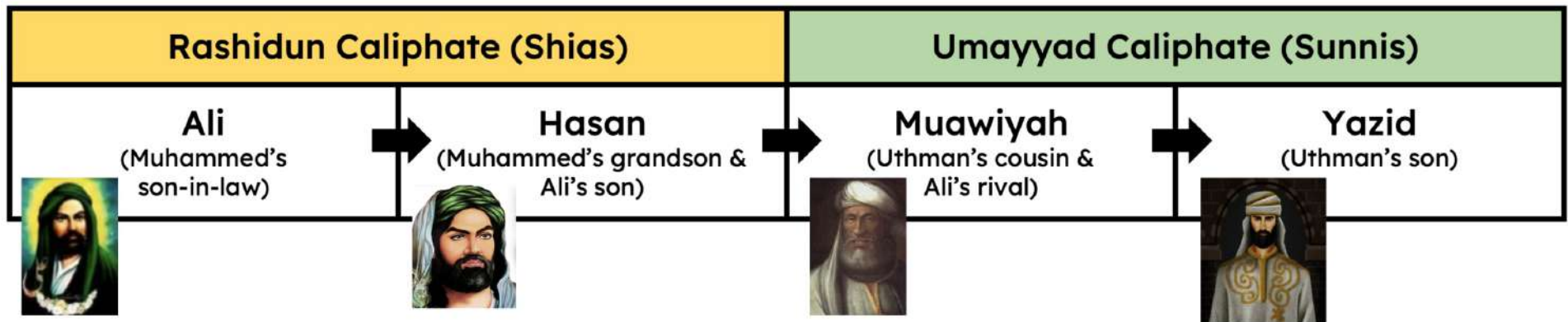
The choice of Ali made Uthman's family and friends unhappy. This led to a civil war. This war was traumatic for many Muslims because they were fighting people of the same religion and sometimes people from their own tribe. At one time Ali and his rival Muawiyah (Uthman's cousin) tried to find a compromise but were unable to do so. Ali's son, Hasan, became the caliph for a short time. Then Muawiyah became the caliph for the next 19 years.





# Chapter 13 Review

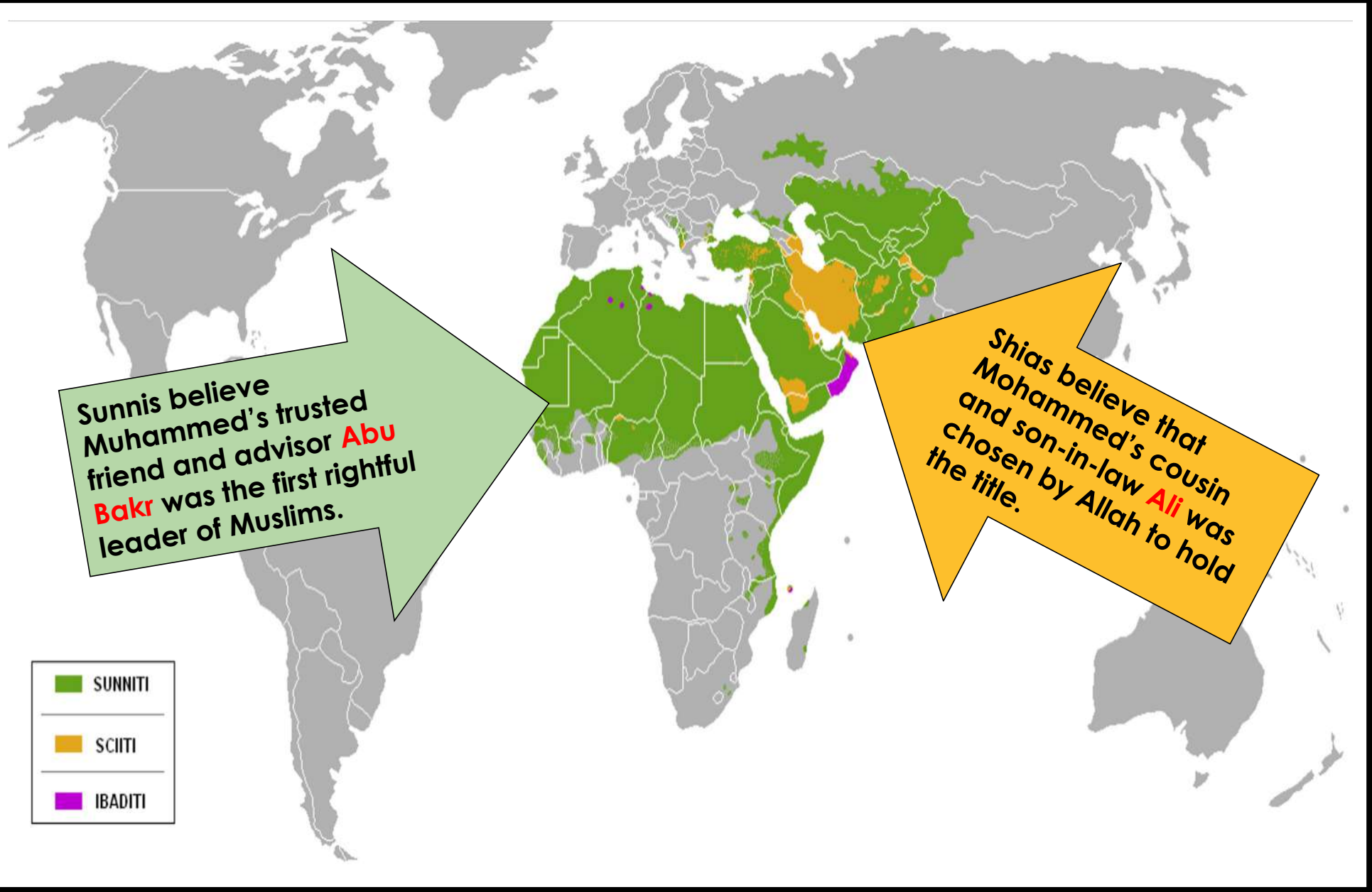
When Muawiyah knew he was dying he made his son, Yazid, the caliph. Some people believed authority and leadership should be inherited others thought the best man for the job should be the leader. This led to another war.



Ali's son, Al-Husayn, led the group against the group that supported Yazid. Al-Husayn was killed and Shia Muslims still remember and mourn this day now. This war lasted 12 years and the supporters of Yazid won. The Umayyad dynasty continued until 750. Because the Muslims had been fighting each other there was almost no expansion of Islam at that time.



# Sunni & Shia Muslims Today



# Unit 2

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**Middle Ages**

**Vertical Posters**

# Knowledge Objective

We will **be able to** read and write about empires in the Middle Ages.

Empires in  
the Middle  
Ages

Unit 2 Part 1 & 2



**What events  
happened  
during the  
Middle Ages?**

**3500 3000**

**BEFORE COMMON ERA  
(BCE)**

**2500 2000 1500**

**Ancient Times**

**TIMELINE**

**1000 500 0**

**COMMON ERA  
(CE)**

**500      1000      1500**

**Middle Ages**

**2000      2500**

**Modern Times**

**The Roman Empire  
divided in two:  
Western & Eastern**

**Various tribes  
invaded & took  
over the land**

**Charlemagne  
helped set up  
the feudal  
system**

**The  
power  
of the  
Christian  
church  
grew**

**The Black  
Death  
killed 1/3  
of the  
population**

**Incredible  
architecture  
& the  
printing  
press were  
created**

# **THE MIDDLE AGES**

**MIDDLE  
AGES**

**Common  
Era**

**Before  
Common  
Era**



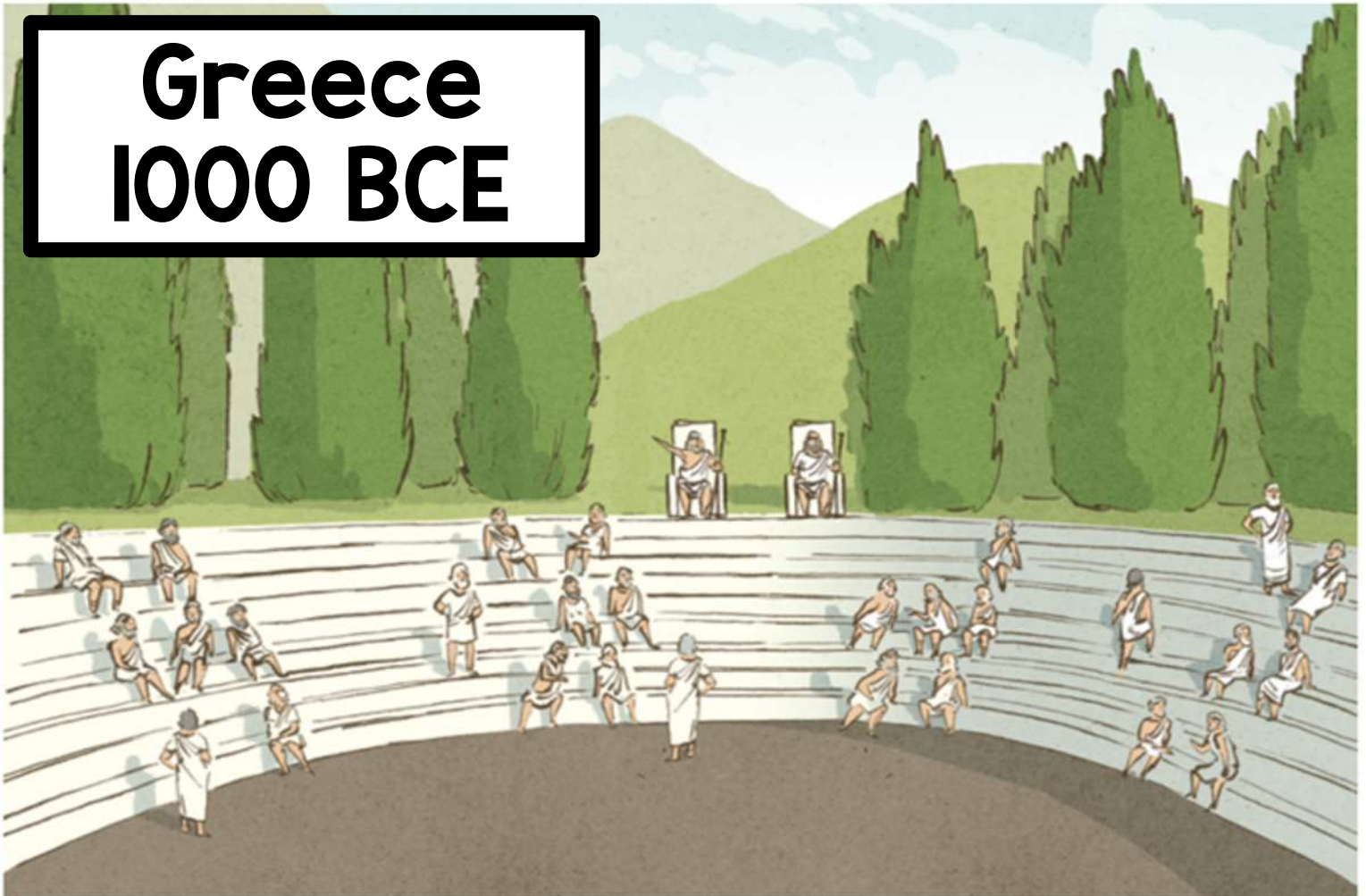
# **Egypt**

## **3100 BCE**



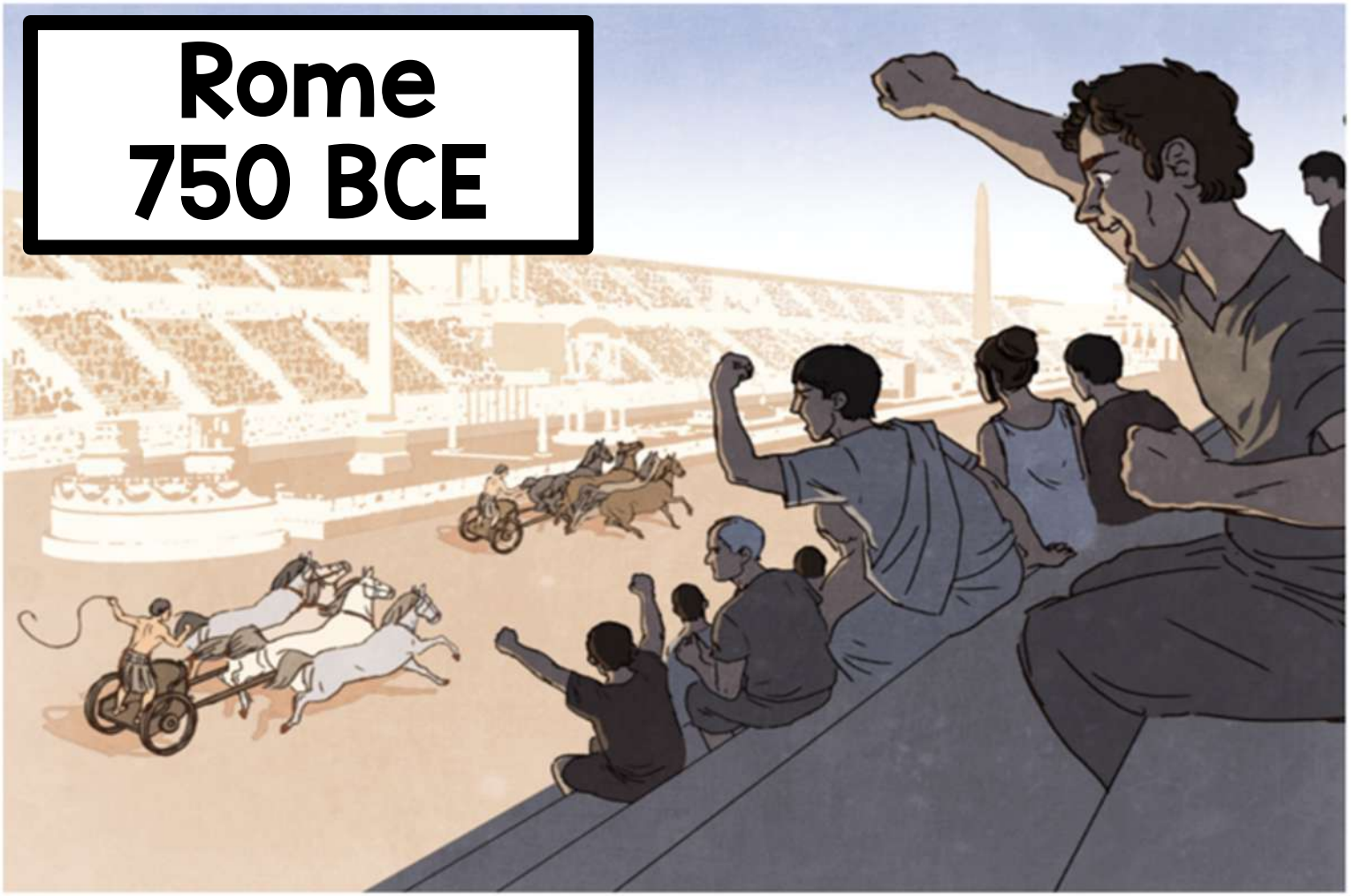
# **Greece**

## **1000 BCE**





# Rome 750 BCE



# First Thanksgiving 1621 CE

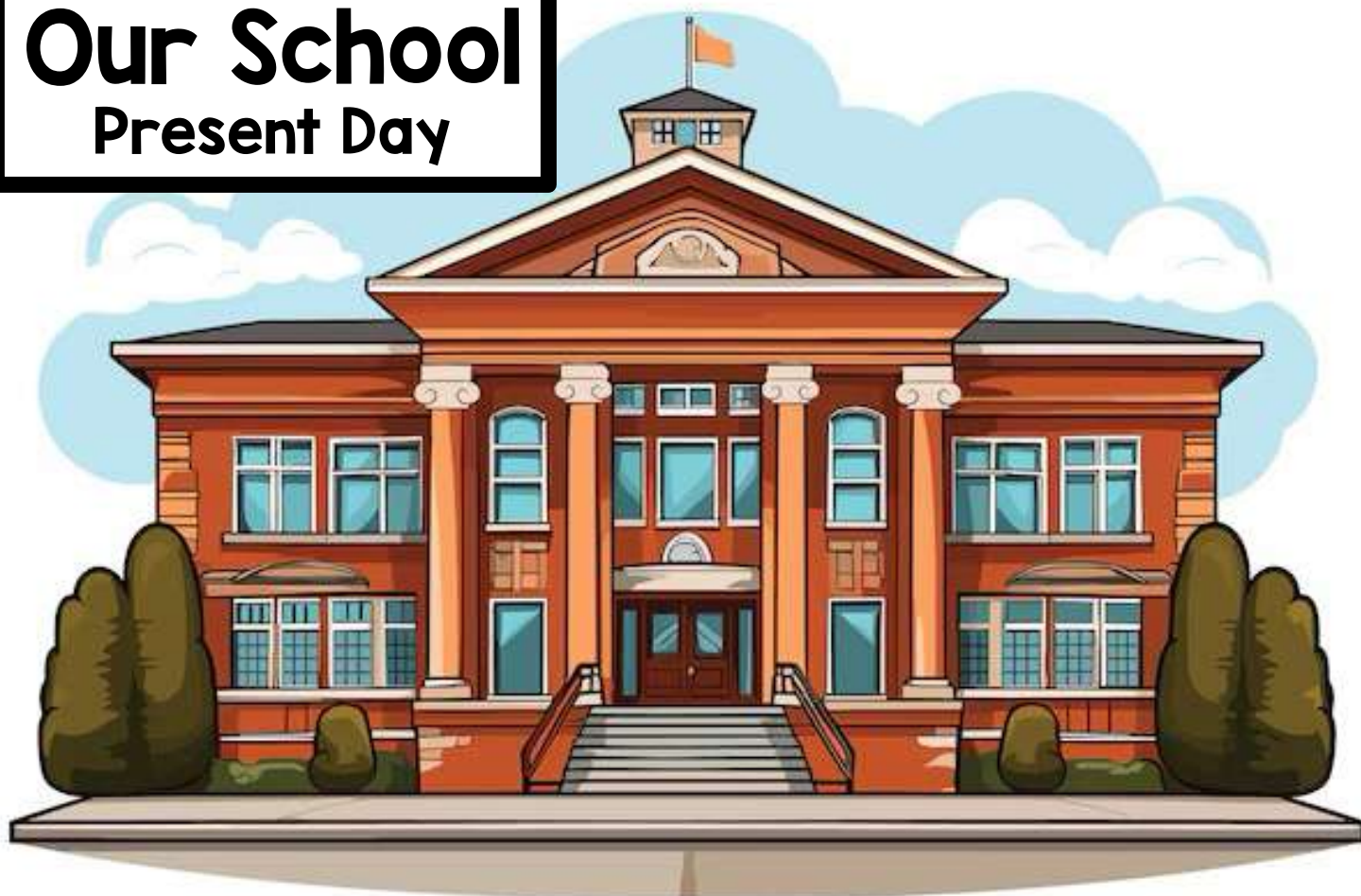




# Hill Elementary 2024 CE

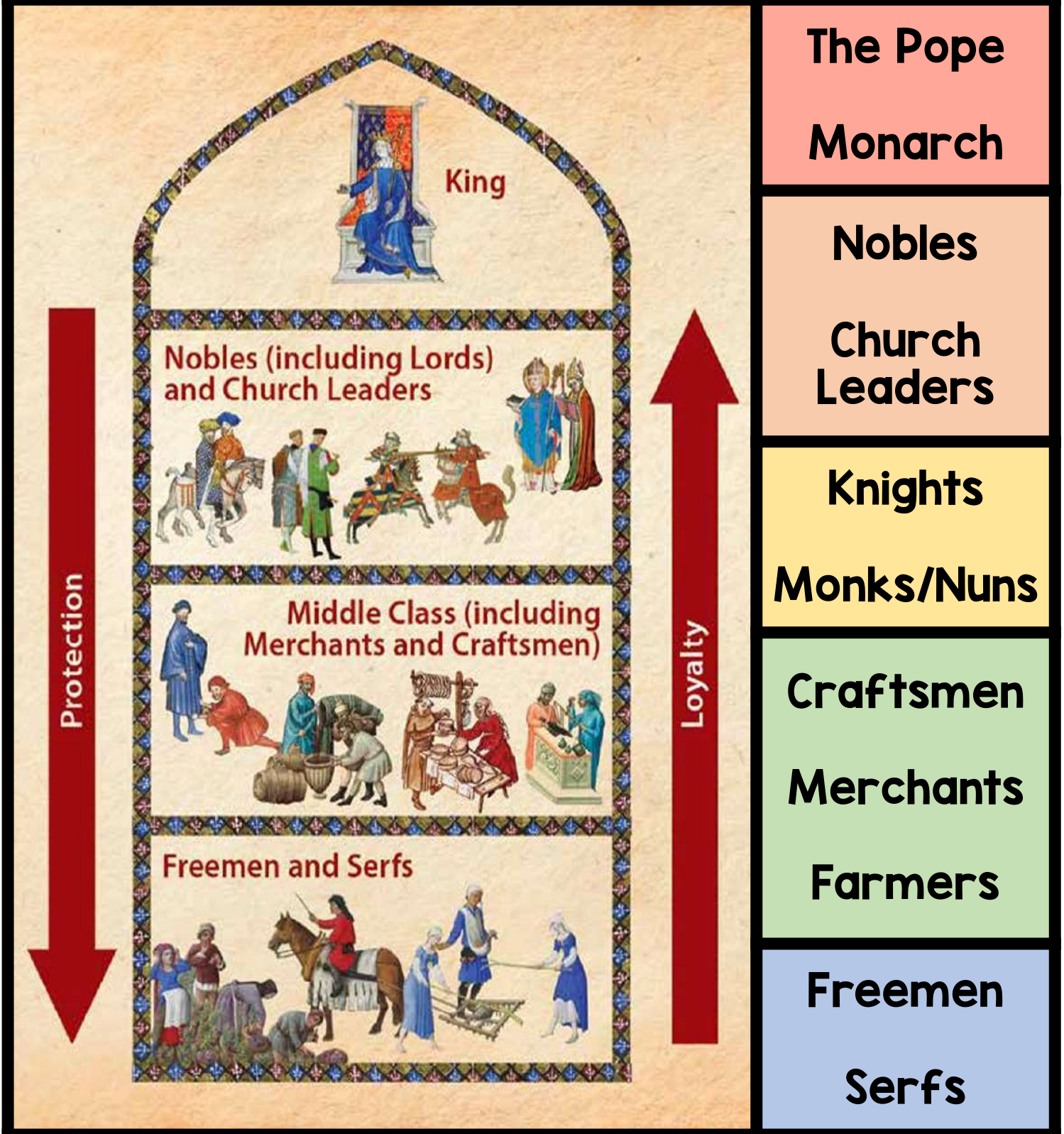


# Our School Present Day



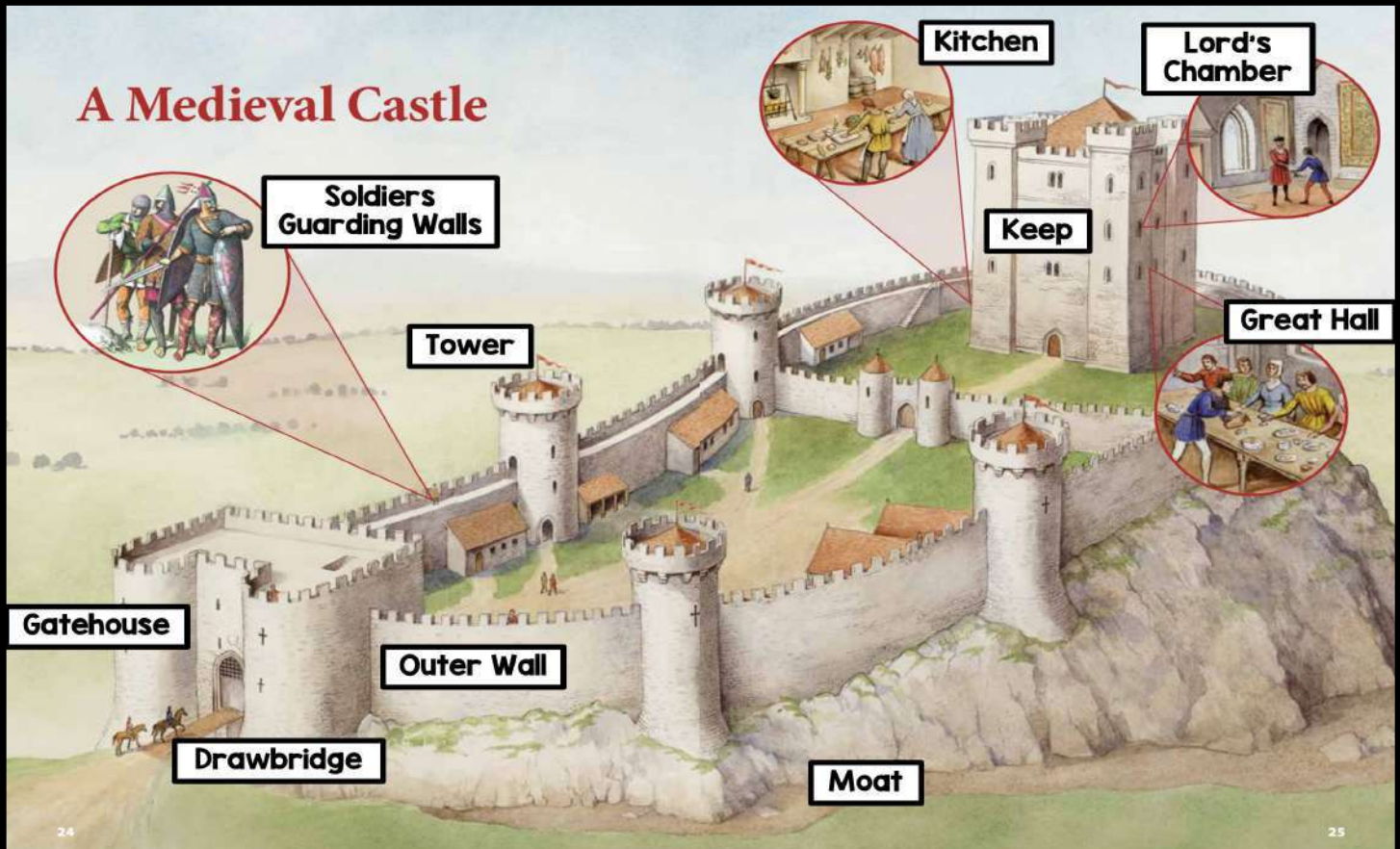


# Medieval Feudal System





# Medieval Castle



# Spelling Words

**seize**

**transform**

**establish**

**surrender**

**thrive**

**retreat**

**acquire**

**promote**

**fatal**

**unravel**

Unit 2 Lesson 15

# Spelling Words

**nonfiction**

**unable**

**entrust**

**unusual**

**unlikely**

**ensure**

**nonsense**

**nonissue**

**enjoy**

**nonverbal**

**unsettle**

**enclose**

**nonstop**

**unrest**

**unsuccessful**

# Spelling Words

**collapse**

**diverse**

**hyena**

**integrity**

**illiterate**

**fray**

**conquest**

**governor**

**guilty**

**humiliate**



# Unit 2: Grammar

**subject**

**predicate**

**The king owned a castle.**

**subject**

**predicate**

**The serf grew the crop.**

**subject**

**who or what the  
sentence is about**

**predicate**

**the full action in  
the sentence**

## noun

names a  
person, place,  
or thing

king  
castle  
sword

## adjective

describes  
a noun

**mean** king  
**tall** castle  
**sharp** sword

## verb

names an  
action

talked  
rode  
march

## adverb

describes  
a verb

talked **loudly**  
**quickly** rode  
march **away**

# Sentence Types

**Declarative**  
(a simple statement)

The king was Henry II.

**Interrogative**  
(a question)

What did the knight do?

**Imperative**  
(a command or order)

Meet me at the castle.

**Exclamatory**  
(a statement expressing  
excitement or emotion)

I hate being a serf!

# Unit 2: Prefixes

**non-**

**not**

**non**fiction  
**non**sense  
**non**stop  
**non**issue  
**non**verbal  
**non**toxic

**un-**

**not**

**un**successful  
**un**likely  
**un**happy  
**un**able  
**un**usual  
**un**wrap

**en-**

**to make**

**en**trust  
**en**joy  
**en**sure  
**en**circle  
**en**able  
**en**courage

# Unit 2: Root Word

The root word  
arch means “ruler”

Pronounced /arch/ or /ark/

archduke

a chief duke

archrival

a main rival;  
opponent

hierarchy

an organized  
system that ranks  
things according  
to power or  
importance

anarchy

a situation not  
controlled by  
rules

matriarch

a woman who  
rules a family or  
tribe

patriarch

a man who rules  
a family or tribe



# Unit 2: Root Word

The root word  
graph means  
“to write or draw”

autograph

a written  
signature

photographer

a person who  
takes photos,  
especially as  
a job

geography

the study of  
places on a map

paragraph

a piece of writing

biography

a story about a  
real person's life  
written by  
someone else

telegraph

a system for  
transmitting  
messages

# CAUSE

The reason that something happens.

Answers the question why?

because	since
due to	first
one cause is	

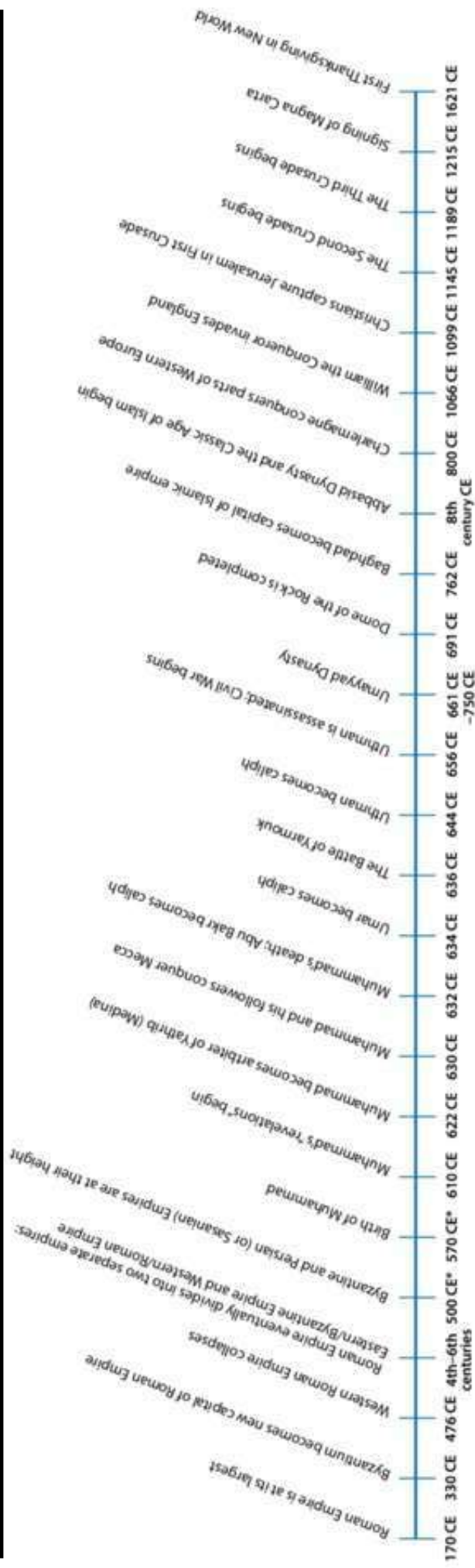
# EFFECT

The result after something happens.

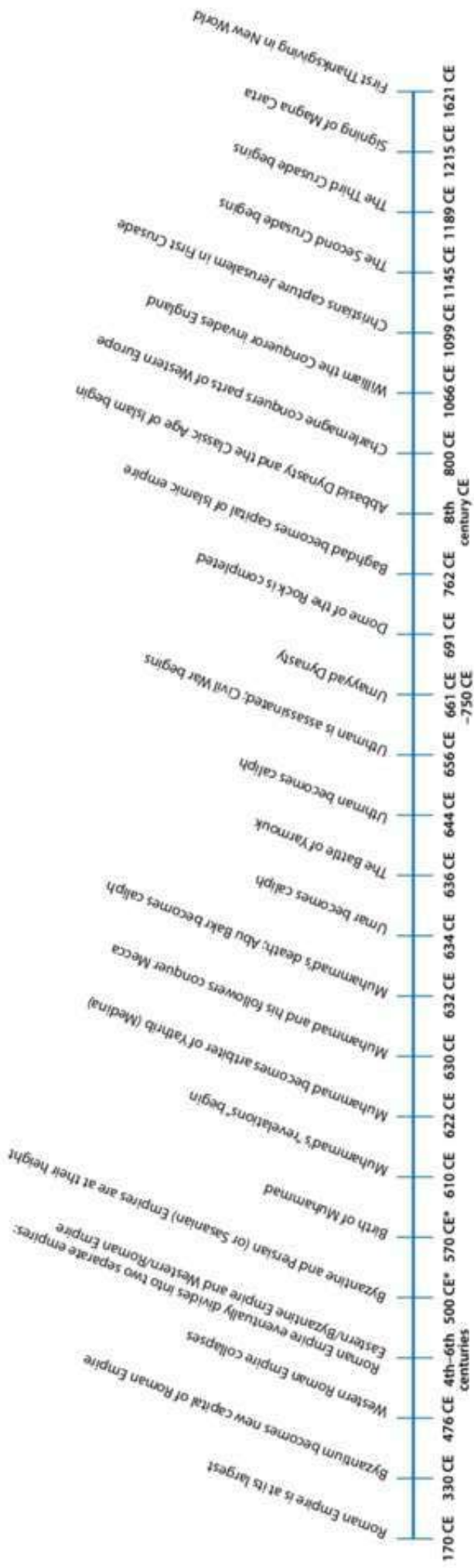
Tells what happened.

consequently	
so	thus
as a result	

# Unit 2 Part 2 Timeline Bookmark



# Unit 2 Part 2 Timeline Bookmark



# Chapter 10 Review

Many believed that the Roman Empire would last forever... they were wrong. It became too big to govern and split in two. The Western Empire collapsed, and Medieval Europe emerged. The Eastern Empire continued for 1,000 years under a different name: the Byzantine Empire.

The Byzantine Empire and Persian Empire fought for hundreds of years. Money from trading was one of the reasons they fought. Arabia was wedged exactly between the two empires.





# Chapter II Review

We learned about the life of Muhammad. Muhammad was born in Arabia. He became an orphan when he was a baby and was sent out of the city of Medina to live in the desert of Mecca. He was raised by foster parents and later his uncle. His uncle was the head of the Quraysh tribe and taught him about Mecca's trading routes. Muhammad rose from being a humble camel boy to a successful merchant.

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An illustration of Mecca





# Chapter 12 Review

After Muhammad's death. A caliph was needed to lead Islam. A caliph is a religious, political, and military leader. A disagreement arose about who should become the new leader. This led to the formation of two different branches of Islam: the Shia and Sunni. Shias believed that Ali (Mohammed's cousin and son-in-law) was chosen by Allah to hold the title. Sunnis believed Abu Bakr (Muhammed's trusted friend and father-in-law) was the first rightful leader of Muslims.



Abu Bakr and the Muslims



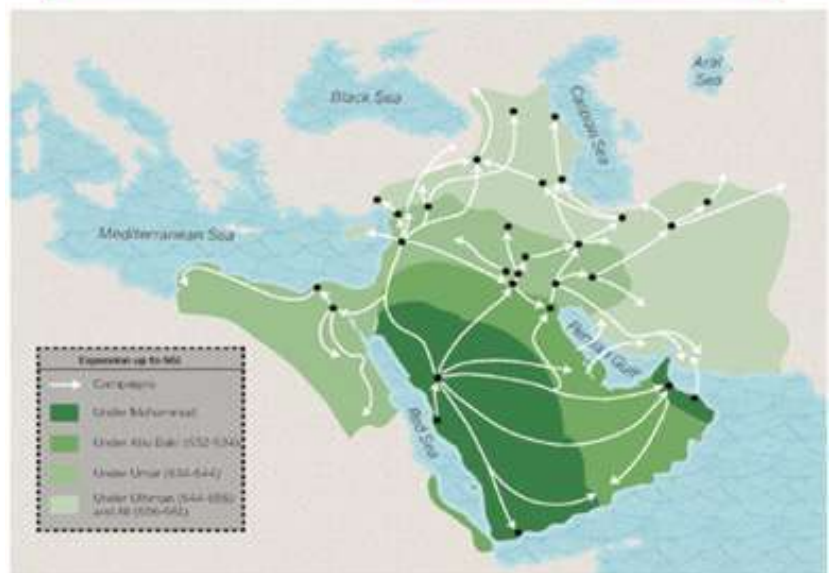
# Chapter 12 Review

Abu Bakr became Mohammed's successor and helped Arabia become more powerful and united.

Umar became the second caliph after being nominated by Abu Bakr on his deathbed. Umar won many battles and established the Islamic Empire. He expanded into the Byzantine Empire and completely broke the Persian Empire.

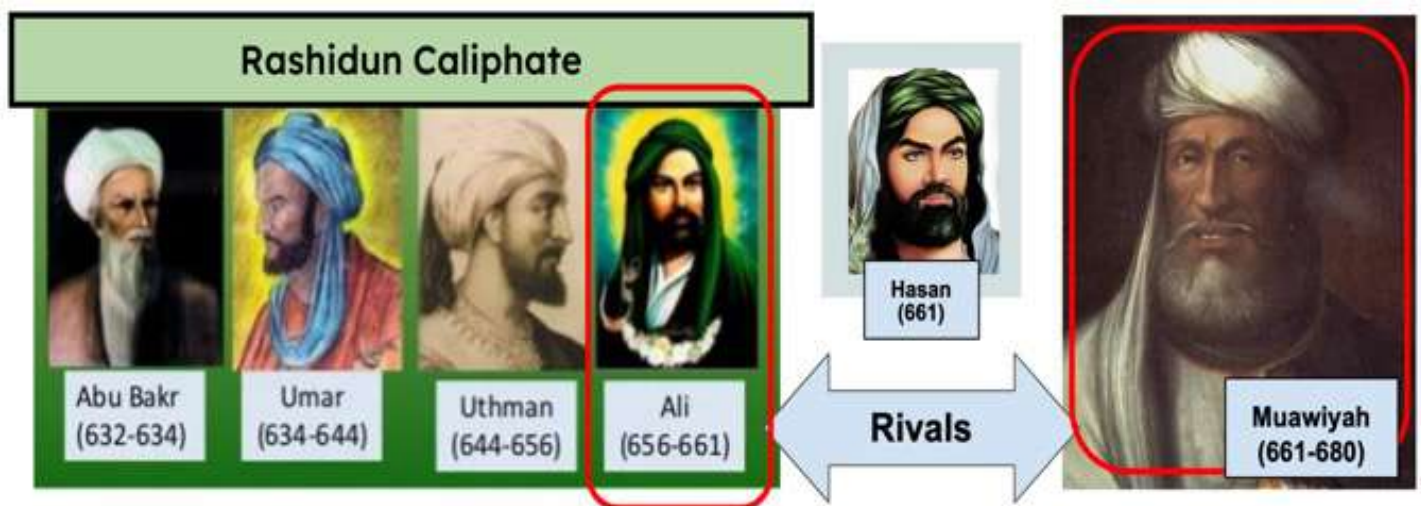
Uthman became the third caliph. Many thought he did not behave as a pious Muslim should. He had a reputation for taking taxes from the people and spending the money for his own pleasure, on his family, and on his friends. Uthman formed many enemies. So after his death, they did not choose someone from his clan.

Ali, Mohammed's son-in-law became the fourth caliph.



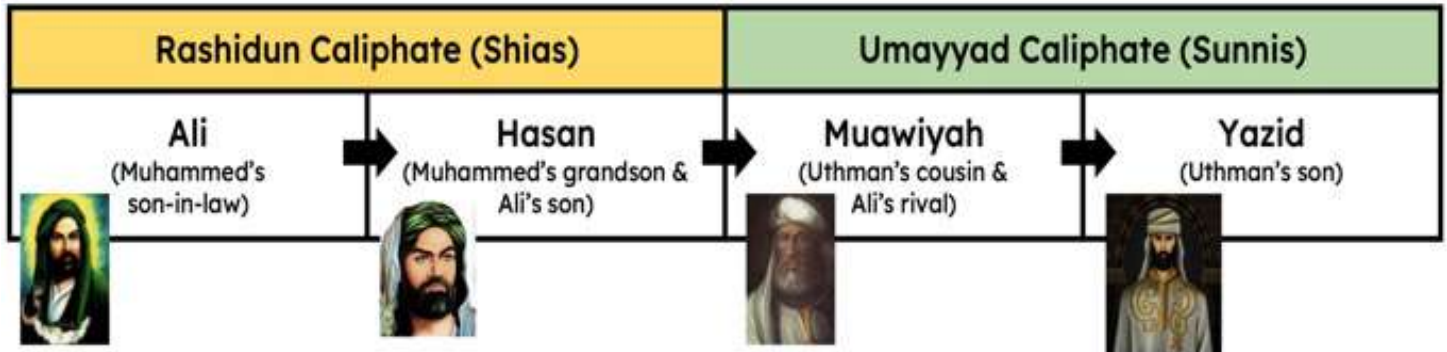
# Chapter 13 Review

The choice of Ali made Uthman's family and friends unhappy. This led to a civil war. This war was traumatic for many Muslims because they were fighting people of the same religion and sometimes people from their own tribe. At one time Ali and his rival Muawiyah (Uthman's cousin) tried to find a compromise but were unable to do so. Ali's son, Hasan, became the caliph for a short time. Then Muawiyah became the caliph for the next 19 years.



# Chapter 13 Review

When Muawiyah knew he was dying he made his son, Yazid, the caliph. Some people believed authority and leadership should be inherited others thought the best man for the job should be the leader. This led to another war.



Ali's son, Al-Husayn, led the group against the group that supported Yazid. Al-Husayn was killed and Shia Muslims still remember and mourn this day now. This war lasted 12 years and the supporters of Yazid won. The Umayyad dynasty continued until 750. Because the Muslims had been fighting each other there was almost no expansion of Islam at that time.



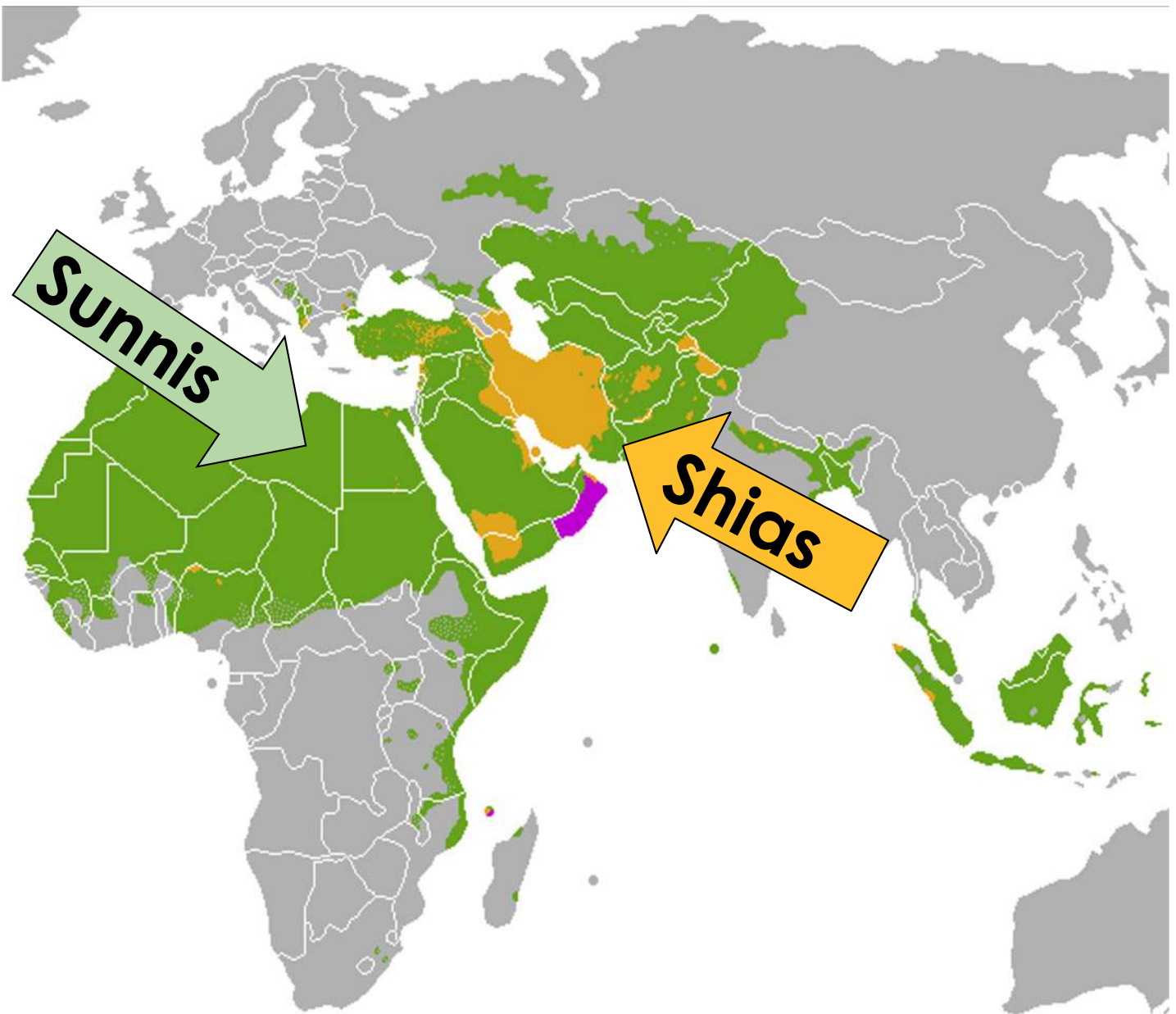
# Sunni & Shia Muslims Today

## Sunnis

Sunnis believe Muhammed's trusted friend and advisor **Abu Bakr** was the first rightful leader of Muslims.

## Shias

Shias believe that Mohammed's cousin and son-in-law **Ali** was chosen by Allah to hold the title.



# Unit 2

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## Middle Ages

### Writing Templates



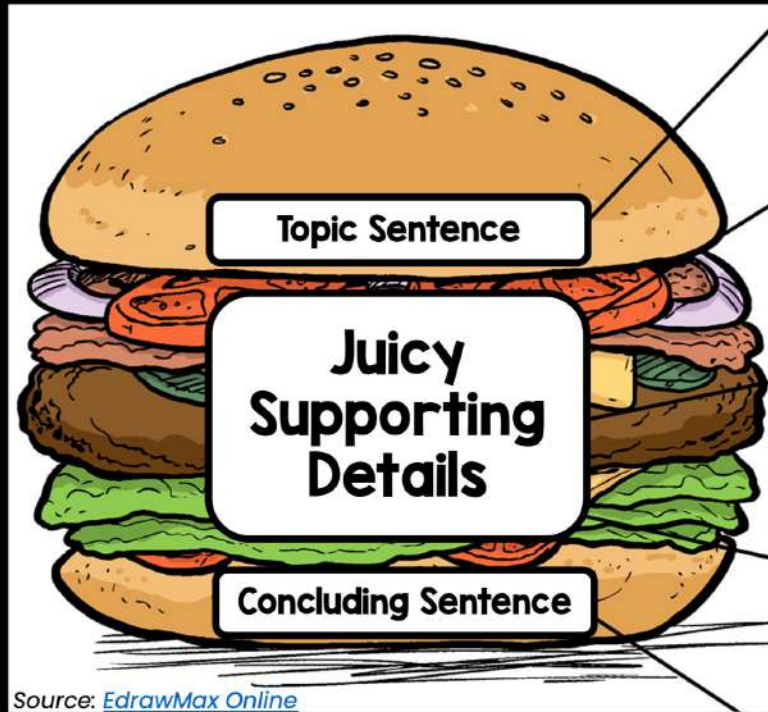
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Graphic Organizer: Lords and Serfs

Lords	Serfs
Homes	
Work	
Clothing	
Food	
Amount of Power	

# Informative Paragraph



During the Middle Ages, lords/serfs \_\_\_\_\_.

The homes they lived in were \_\_\_\_\_.

For work, they \_\_\_\_\_.

The type of clothing they wore was \_\_\_\_\_.

For food, they ate \_\_\_\_\_.

When it came to power, they \_\_\_\_\_.

Now you know, lords/serfs \_\_\_\_\_.

## Lords vs. Serfs Informative Paragraph

During the Middle Ages,

The homes they lived in were

For work, they

The type of clothing they wore was

When it came to power, they

Now you know,

Name: \_\_\_\_\_

4 3 2 1

Topic Sentence	Supporting Details	Concluding Sentence
<input type="checkbox"/> specific subject <input type="checkbox"/> specific attitude/ feeling towards the subject	<input type="checkbox"/> sensory details <input type="checkbox"/> vivid language <input type="checkbox"/> setting of topic <input type="checkbox"/> feelings toward topic	<input type="checkbox"/> retells topic sentence in a different way <input type="checkbox"/> memorable statement

Use the sentence starters to describe the life of a **lord** during the Middle Ages!

Lords Informative Paragraph
During the Middle Ages, lords
The homes they lived in were
For work, lords
The type of clothing they wore was
When it came to power, lords
Now you know, lords

**4 3 2 1**

[illegible]

**4 3 2 1**

Use the sentence starters to describe the life of a **serf** during the Middle Ages!

## During the Middle Ages, serfs

The homes they lived in were

For work, serfs

The type of clothing they wore was

## When it came to power, serfs

## Now you know, serfs

**4 3 2 1**

Topic Sentence	Supporting Details	Concluding Sentence
<ul style="list-style-type: none"> <li>specific subject</li> <li>specific attitude/feeling towards the subject</li> </ul>	<ul style="list-style-type: none"> <li>sensory details</li> <li>vivid language</li> <li>setting of topic</li> <li>feelings toward topic</li> </ul>	<ul style="list-style-type: none"> <li>retells topic sentence in a different way</li> <li>memorable statement</li> </ul>

[illegible]



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**6.1**

ACTIVITY PAGE

## Life During the Middle Ages

Life on a Manor

Life in a Town

Name: \_\_\_\_\_

4 3 2 1

Topic Sentence	Supporting Details	Concluding Sentence
<input type="checkbox"/> specific subject <input type="checkbox"/> specific attitude/ feeling towards the subject	<input type="checkbox"/> sensory details <input type="checkbox"/> vivid language <input type="checkbox"/> setting of topic <input type="checkbox"/> feelings toward topic	<input type="checkbox"/> retells topic sentence in a different way <input type="checkbox"/> memorable statement

Would you rather live on a manor or in the town?

### Manor vs. Town Paragraph

If I lived in the Middle Ages, I would have rather lived

. My first reason is

My second reason is

My final reason is

As you can see, living  would have been

**4 3 2 1**

Topic Sentence	Supporting Details	Concluding Sentence
<ul style="list-style-type: none"> <li>❑ specific subject</li> <li>❑ specific attitude/feeling towards the subject</li> </ul>	<ul style="list-style-type: none"> <li>❑ sensory details</li> <li>❑ vivid language</li> <li>❑ setting of topic</li> <li>❑ feelings toward topic</li> </ul>	<ul style="list-style-type: none"> <li>❑ retells topic sentence in a different way</li> <li>❑ memorable statement</li> </ul>

[illegible]

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Graphic Organizer: Knights, Craftsmen, Monks, and Nuns

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**8.1**

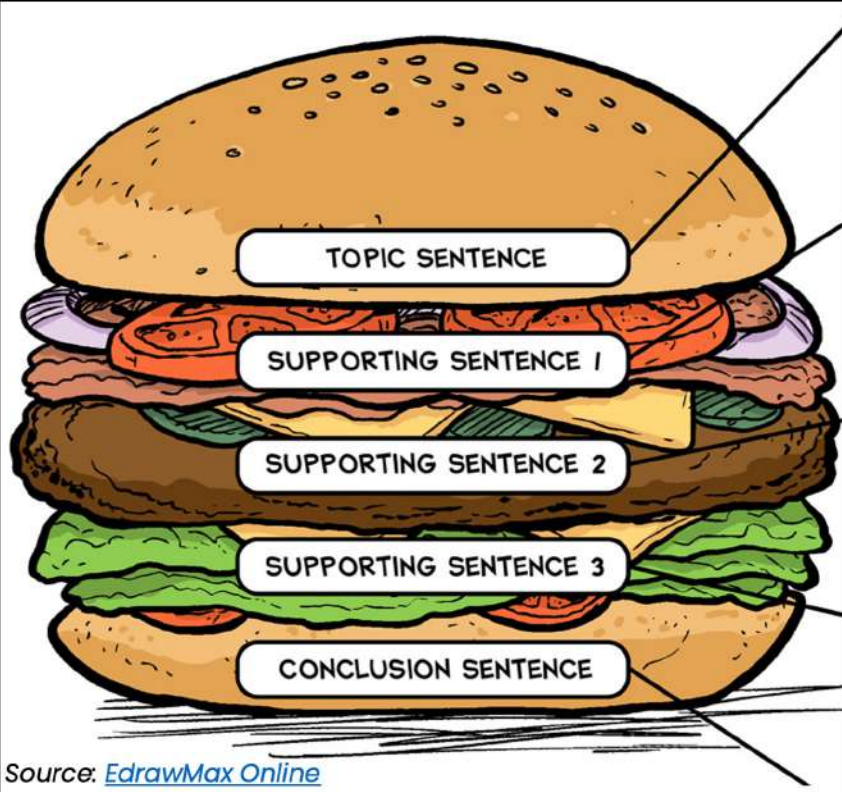
ACTIVITY PAGE

# Graphic Organizer: Pros of Knights, Craftsmen, Monks, and Nuns

	+	
Lord	1. 2.	
Serf	1. 2.	
Knight	1. 2.	
Craftsman	1. 2.	
Monk or Nun	1. 2.	



# Informative Paragraph



If I lived in the Middle Ages, I would choose to be a \_\_\_\_\_.

One reason is \_\_\_\_\_.

Another reason is \_\_\_\_\_.

A final reason is \_\_\_\_\_.

As you can see, there are many reasons \_\_\_\_\_.

## Middle Ages Persuasive Paragraph

If I lived during the Middle Ages, I would choose to be a

\_\_\_\_\_. One reason is

Another reason is

A final reason is

As you can see, there are many reasons

**4 3 2 1**

If I could choose to be someone who lived during the Middle Ages, I would choose to be a knight / craftsman / monk / nun .

If I lived during the Middle Ages, I would choose to be a

My second reason is

My final reason is

As you can see, choosing to be a  would have been

**4 3 2 1**

## Middle Ages Paragraph

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

Name: \_\_\_\_\_

4 3 2 1

## Middle Ages Informative Essay Introduction

Can you imagine living during the Middle Ages? I can! If I lived during the Middle Ages, I would want to be a \_\_\_\_\_ for many reasons. Keep reading to learn more!

### Reason #1

One reason I would want to be a \_\_\_\_\_ is because \_\_\_\_\_

### Reason #2

Secondly, if I was a \_\_\_\_\_ I would \_\_\_\_\_

### Reason #3

A final reason I would want to be a \_\_\_\_\_ is because \_\_\_\_\_

### Conclusion

Now you know \_\_\_\_\_

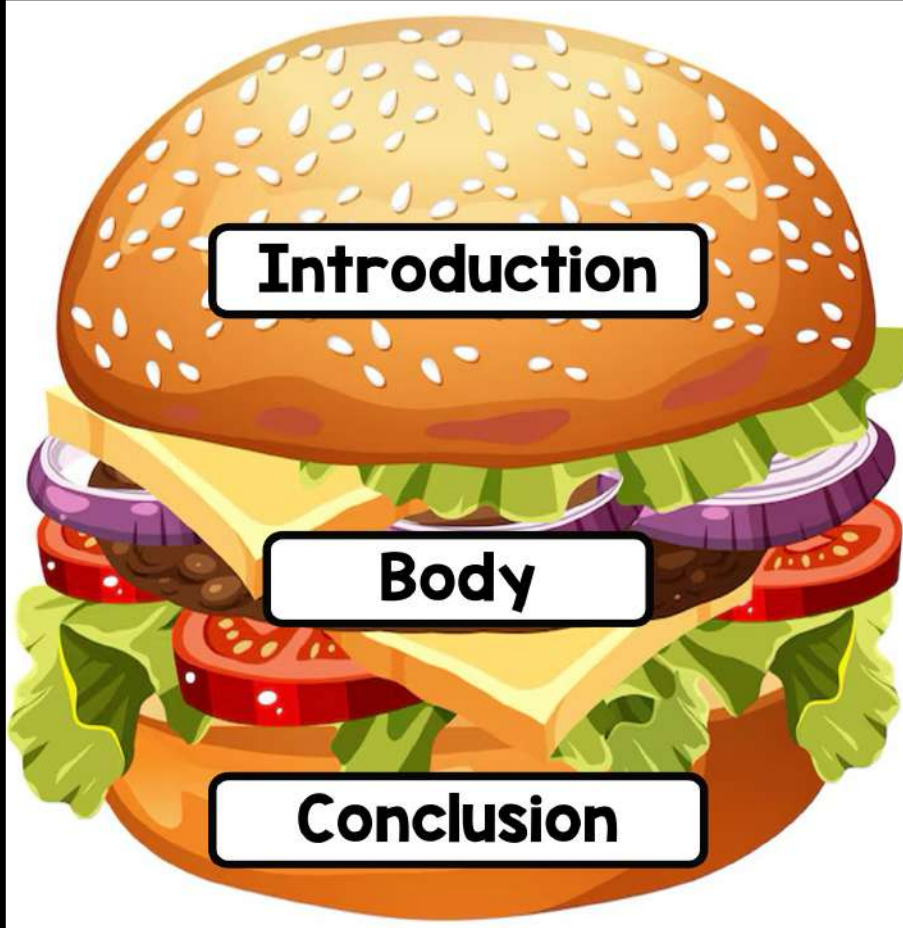
## Writing

## Historical Fiction Story Organizer

Story Element	Your Story
<b>Setting</b>	<i>The Arabian desert in the year 560.</i>
<b>Protagonist</b>	
<b>Protagonist's Want</b>	
<b>Obstacle</b>	
<b>Resolution</b>	



# Historical Fiction



## Introduction

- ☐ Setting
- ☐ Protagonist
- ☐ Protagonist's Want

## Body

- ☐ Protagonist tries to get what they want, but they run into an obstacle

## Conclusion

- ☐ Protagonist overcomes obstacle
- ☐ Resolution

## Introduction Example

There once was a 10-year-old boy named Umar. He lived in the Arabian desert in the year 610 CE. Umar was a poor Bedouin boy with short, brown hair who always wore a dirty, dark red robe. He was a very good boy. Because Umar lived in the desert, finding enough water to survive was a struggle. He always seemed thirsty. He was also starving because there were barely enough crops and cattle to feed everyone. All he wanted in life was to become wealthy so that he would no longer be thirsty or starving. Unfortunately, there was an obstacle Umar faced that prevented him from becoming rich. He didn't know where he should go or how to get money!

# Historical Fiction

## Introduction

There once was a 10-year-old boy named Umar. He lived in the Arabian desert in the year 610 CE. Umar was a poor Bedouin boy with short, brown hair who always wore a dirty, dark red robe. He was a very good boy. Because Umar lived in the desert, finding enough water to survive was a struggle. He always seemed thirsty. He was also starving because there were barely enough crops and cattle to feed everyone. All he wanted in life was to become wealthy so that he would no longer be thirsty or starving. Unfortunately, there was an obstacle Umar faced that prevented him from becoming rich. He didn't know where he should go or how to get money!

## Body

Umar's luck began to change when he met a Muslim trader named Samir. Samir planned to stay in the desert village for a few weeks to help take care of his sick grandmother. Umar saw that Samir was wearing expensive clothing and traveled on a camel with fancy silk robes on its back. Umar asked, "How did you become so rich?" Samir responded, "If you tend to my camel for the next few weeks, I will teach you how to become a trader like me." Umar excitedly agreed to this offer.

During the day, Umar fed Samir's camel and made sure raiders wouldn't steal the silk off the camel's back. At night, he made sure hyenas and other predators didn't attack the camel. Each day, Umar and Samir would eat lunch together. While they ate, Samir gave Umar advice about how to become a trader.

Then one night, Umar fell asleep while he was supposed to be watching the camel. When he woke up, the camel was nowhere to be found. Umar began to panic. He started running deep into the desert until finally he came face to face with a pack of savage hyenas! One of the hyenas had already severely bit the camel's leg and now the camel was laying there helpless in the sand. Umar had to do something!

**FINISH MY STORY**

**Name:** \_\_\_\_\_

**4 3 2 1**

## Historical Fiction Story

**Name:** \_\_\_\_\_

**4 3 2 1**

## Historical Fiction Story Continued

# Historical Fiction Example

## Terrific Title

The boy who wanted to spread his word.  
Written By: Reid Maguire

## Brilliant Beginning

There was a 7 year old boy named Jack he lived in the Arabian desert in the year 560. Jack is poor with short black hair and everyday he would wear ripped clothes. Because he didn't have any money. He was really grateful to be alive because he was really poor. Because he lives in the desert it is hard to get food and water in the desert so it was hard to stay alive. Because there are not enough crops, cattle and water to feed everyone so it was hard.

## Masterful Middle

Wanted to tell his story of his God so he was kind of like a priest. He believes that an Angel talks to him but he can't see her though and tells him what to say. Would say what he heard and tell his family and make them write it down but his family was poor they could not afford paper. So he would need to start memorizing her words.

One afternoon Jack was taking a nice walk in the desert. That's when he saw a GOLD shirt and silk on a camel he ZOOMED to the shiny gold and came up to the merchant and Jack wanted to ask to help him with anything the merchant replied yes I could have some help with the camels because i'm going on a trip to another city. Can you please watch the camels wall im gone replied the merchant im leaving to night so can you watch my camels now Jack replied saying of course they worked out 3 dollars a day and that was settled.

So the merchant left for 3 days and Jack started his job right now. The first day he watched the camels and gave them a bath and feeded them on the next day it was different. When Jack was feeding the camels he saw something from the side of his eye. They were like black dots and they kept moving towards him and they kept getting bigger. He thought it was just his imagination but when it was closer he saw that they were raiders. He looks at the camels and they have silk on them and he knows that raiders love to steal expensive stuff so he quickly brings the camels into the house and He waited till the Raiders passed but but he heard a knock on the door and it was pounding pounding pounding on the door I thought that is the readers and it was they tried to get in. Jack ran to the door and started pushing furniture to the door so the raiders could not get in. He and the camels went up stars and Jack's head was going through a lot. He was so scared the pounding finally stopped at 3:00 in the morning. The next day he stayed up all night with the camels and he was tired because he wanted to be prepared but they never came back so he went down stairs and he saw no one! He was shocked but it was the third day so when the merchant was coming back he saw black dots again but then he noticed that it was just the merchant and some of his friends when the merchant got back Jack told him how the raiders were trying to get the silk. The merchant did not believe him but Jack showed him the broken glass the merchant noticed that the fingerprints were not is so the merchant gave him 20 bucks.

## Eloquent Ending

So now Jack had money so now he could finally make money by selling his books and now he was wealthy and donating money to the churches close to him and helping people in community.