Lesson 1

Read

Read chapter one of *Magic Tree House: Knights and Castles* by Will Osborne and Mary Pope Osborne.

- Refer to what the text says when taking notes and answering questions to help in understanding what life was like in the Middle Ages.

Understand

1. When were the Middle Ages?

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2. What were three things that happened during the Middle Ages?

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3. What were the different roles of people who lived during the Middle Ages?

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Express Understanding

Describe how people lived in the Middle Ages. Be sure to include three different examples from the text.

Lesson 2

Read

Reread chapter one of *Magic Tree House: Knights and Castles* by Will Osborne and Mary Pope Osborne.

- Determine or clarify the meaning of unknown words.

Understand

1. Circle the context clues in the paragraph below that help you to determine the meaning of the word **medieval**.

> "The Middle Ages began about 450 A.D. They lasted for over 1000 years. This period of history is called the Middle Ages because it was between ancient times and modern times. It is sometimes also called the **medieval** era. Medieval is Latin for 'middle age.'"

2. Circle the context clues in this paragraph that help you to determine the meaning of the word **kingdom**.

> "During the Middle Ages, nearly all the land in Europe belonged to kings. Each king's land was called his **kingdom**. Most kingdoms were too big for a king to defend without help. So a king often turned over pieces of his kingdom to men he trusted."

3. Circle the context clues in this paragraph that help you to determine the meaning of the word **allegiance**.

> "A baron didn't own his manor. But he ruled over all the people who lived and worked there. And he could build a castle on the manor for himself and his family. In return, a baron swore **allegiance** to the king. That meant he was willing to die to protect the king and the kingdom."

Use the following quote to answer questions four and five.

> "In the Middle Ages, most rich people were **nobles**. Nobles came from families that had been wealthy for a long time."

4. What is the meaning of the word **noble**?

_____

5. How did a person become a noble?

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Express Understanding

Based on what you have read, determine the meaning of the **feudal system**. What examples in the text illustrate the meaning of the feudal system?

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Lesson 3

Read

Read "The Middle Ages" by LDOE.

- Annotate to find key details and determine the main idea of a text. See the Understand section for directions about what it means to annotate a text.

The Middle Ages

(1) Long ago in the days of kings and castles and knights in shining armor, the way people lived, the government in which they were ruled, and the economy through which they gained money was very different from our society today. This time period is sometimes called the Middle Ages because it happened between ancient times and modern times. The Middle Ages, or medieval period, lasted from the late 5th century to the early 15th century.

How did the Middle Ages begin?

(2) Prior to the 5th century, the Roman Empire was the largest and most established government in what is now known as Europe. The empire shared a common culture and language, which established order and stability in the area. Near the end of the 5th century, though, many factors such as economic and social troubles, the rise of Christianity, and invasions from other people weakened the Roman Empire.

Source: "Invasions of the Roman Empire 1" by User:MapMaster - Own work. Licensed under CC BY-SA 2.5 via Commons - https://commons.wikimedia.org/wiki/File:Invasions_of_the_Roman_Empire_1.png#/media/File:Invasions_of_the_Roman_Empire_1.png

(3) As invaders from outside areas attacked and gained control over parts of the Roman Empire, they brought their own culture and language. Over time, this led to the end of the common culture and language in the Roman Empire which had kept the empire together. As invaders continued to attack, the already weakened empire collapsed.

What kind of government existed during the Middle Ages?

(4) Following the collapse of the Roman Empire, there was no single government. One leader, Charlemagne, had some success bringing people together. He was able to convert many to Christianity during his rule from 768-814. When he died, his three sons fought to take over portions of the empire. Other groups such as the Vikings attacked, weakening the empire Charlemagne built. Life was dangerous for Europeans. They knew they needed to find a way to organize and protect themselves against the invasions, so they developed a new system called ***feudalism***. Feudalism was the main government during the Middle Ages—it became the way of life in Western Europe and lasted for hundreds of years.

(5) Under feudalism, those who controlled the land had all the power. The king gave large pieces of land to his vassals,[1] or noblemen, such as barons and princes. The nobles then gave a portion of their land, also called a fief, to their vassals, who were knights and lords. In exchange for land, the lords agreed to be loyal to their nobleman and protect the land and those who worked the land. Serfs, peasants who owned no land, worked on the fiefs planting and harvesting crops. Since the serfs didn't own the land, they had to give most of what they grew to the landowners. The serfs were then allowed to live on the land and were given protection from possible invaders in exchange for their work.

What kind of economy existed during the Middle Ages?

(6) During the Middle Ages, most of Europe was farmland. The economy was based on large estates with farming fields, sometimes a village, and a large house or manor house where the ruling lord lived. These estates were known as ***manors***. The economy was based on these manors. The lords who ruled the manors were vassals to the noblemen in the feudal system. Several manors would exist on a fief, but there were many miles between each manor. The distance between each manor meant the manors couldn't rely on other manors. Each manor existed on its own and had to supply everything they would need, such as food and clothing. The ruling lord became wealthy from what his manor provided.

What was life like for people in the Middle Ages?

(7) There were very few lords, ladies, or knights in the Middle Ages. They were wealthy. Most people who lived in Europe during the Middle Ages were peasants or serfs.

(8) Peasants lived hard lives. They had very little education or money. In *Good Masters! Sweet Ladies!: Voices from a Medieval Village*, Will The Plowboy describes life as a peasant: "Wheat, barley, and fallow. That's what my father taught me: if you've got three fields, you sow wheat in October and barley in March and let the third field rest. I don't know why the fields have the right to rest when people don't" (Schlitz 10). Peasants did all the work on the manor, but they only owned a small piece of the land. They had to give most of what they earned to the lord: "Then the lord gave us a strip in the low field, and that was so far, it took half the day to get there ... There was so much walking between fields, and the strips of land were so small, our harvest wasn't worth a rotten apple. And then there was the work [my father] had to do in the lord's fields--the work he was paid to do" (Schlitz 10).

(9) Serfs were property of the manor. So, in the manor system, a lord was given not only land, but also the serfs. Serfs lived on the manors for free in exchange for their work. They were not allowed to leave. If a serf could earn enough money to buy a small part of the land, he could become a free peasant, but that didn't happen very often. Most serfs were serfs their entire lives. If a serf could run away, he could also be free. Pask The Runaway describes life as a serf: "My father used to say he wished he'd run away when he was young and had no wife and children. 'Once there's mouths to feed,' he'd say to me, 'you're a slave for life. You work till you drop down dead, just to feed your children.' But he never did feed us. It wasn't his fault—a [serf] only gets what the lord lets him keep, and our lord was tightfisted.

[1] A vassal is a person who is in a lower position to another person.

Then there was sickness, and my parents died. And I ran away. ... Once I'm free, I can start looking for work. Town work ..." (Schlitz 62).

How did the Middle Ages end?

(10) The Middle Ages ended as life changed on the manors. Innovations in farming equipment made it easier to farm, so fewer workers were needed. At the same time, the innovations also made it easier to get food, which meant the population grew. As fewer workers were needed and more people were available, they began to move to cities. By the 14th century, many cities in Europe had populations over 50,000. The Renaissance was born in these growing cities as people learned new skills and enjoyed freedom from the ruling of a lord on a manor. The beginning of the Renaissance marked the end of the Middle Ages.

Works Cited

Schlitz, Laura Amy. "Will the Plowboy." *Good Masters! Sweet Ladies! Voices from a Medieval Village*. Somerville: Candlewick, 2007. Print.

Understand

Annotating Text

- First read each paragraph.
- At the end of each paragraph, pause and underline the sentence that states the main idea of the text or the key details that the author uses to show the main idea.
- Finally, develop the gist—a summary of the main idea— for the paragraphs listed below. Using the most important words from what was underlined, write the gist of the paragraph, adding it to the chart below. To help develop the gist, ask yourself:
    - What did the author want you to learn from that paragraph?
    - What is the most important thing that paragraph told us?
    - What is the main idea of the paragraph?

Paragraph	Gist of the Paragraph
Paragraph #2	
Paragraph #5	
Paragraph #6	
Paragraph #8	
Paragraph #10	

Express Understanding

Consider the process we took to annotate today's text. How does annotating an informational text help you to determine the main idea of a text?

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Lesson 4

Read

Review chapter one "The Middle Ages" of *Magic Tree House: Knights and Castles* by Will Osborne and Mary Pope Osborne and "The Middle Ages" from LDOE to complete the graphic organizer below.

Understand

Using both texts, complete the feudal system and manor system graphic organizer and answer the questions. Use the word banks to help you. We have added some information for you.

Feudal System Word Bank:	**Manor System Word Bank:**
• Peasants/Serfs • King • Vassals: Knights/Lords • Vassals: Barons/Princes	• Lord of the Manor • Peasants/Serfs • King

1. What kind of government existed in the Middle Ages?

_____

_____

2. What kind of economy existed in the Middle Ages?

_____

_____

Express Understanding

Explain how the feudal system helped to maintain order during the Middle Ages.

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Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read chapter four, “Castle Life,” from *Magic Tree House: Knights and Castles* by Will Osborne and Mary Pope Osborne.

Understand

As you read, record notes on the graphic organizer below.

Task	Response
List 3 facts about medieval castle life.	
List 2 things that you found interesting or surprising.	
List 1 question that you still have.	

Express Understanding

Based on what you have read about castle life, write a paragraph describing what a day in the life of a lord or lady who lived in a castle would have been like.

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Lesson 2

Read

Read chapter one of *The Whipping Boy* by Sid Fleischman.

- As you read, draw on specific details in the text to describe the main characters.

Understand

1. What does the opening scene of the medieval feast tell us about the prince's character?

_____

_____

_____

_____

2. Underline the context clues in this excerpt that helped you strengthen your understanding of the word **cackle**. After reading this excerpt, what do you think the definition of **cackle** is?

> "Prince Brat (he was never called that to his face, of course) tried to keep from laughing. He clapped both hands over his mouth. But out it ripped, a **cackle** of hah-hahs and haw-haws and hee-hee-hees.
> The king spied him and he looked mad enough to spit ink."

_____

_____

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3. Underline the context clues in this excerpt that helped you to figure out the meaning of the word **defiantly**. Then answer questions 4-6.

> "In the main hall, the king said, 'Twenty whacks!' **Defiantly** biting back every yelp and cry, the whipping boy received the twenty whacks. Then the king turned to the prince. 'And let that be a lesson to you!' 'Yes, Papa.' The prince lowered his head so as to appear humble and contrite. But all the while he was feeling a growing exasperation with his whipping boy."

4. After reading the excerpt, what do you think the definition of **defiantly** is?

_____

_____

5. How does knowing that Jemmy was **"defiantly biting back every yelp and cry"** help us to better understand Jemmy's character?

_____

_____

6. What is the importance of the phrase **"lowered his head so as to appear"** as it is used in this text? What does it tell us about the prince?

_____

_____

Express Understanding

Describe how Jemmy feels about Prince Brat threatening to send him back to the streets. Use evidence from the text to support your answer.

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Lesson 3

Read

Read chapter two of *The Whipping Boy* by Sid Fleischman.

- As you read, determine or clarify the meaning of unknown words and refer to details and examples from the text when explaining what the text states.

Understand

1. How does the prince view education? What evidence is there to support your answer?

_____

_____

_____

2. Why is the prince angry after Jemmy is whipped?

_____

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Use the quote below to answer questions 3-4.

> "'You **contrary** rascal!' the prince exploded. 'I'm onto you, Jemmy-From-The-Streets. It's pure **spite** that you won't howl! Think you can cross me and get away with it? Ha! Never and nohow!'"

3. Underline the context clues in the excerpt above that helped you to figure out the meaning of the word **contrary**. What is the meaning of the word contrary as it is used in the text?

_____

_____

4. Underline the context clues that helped you to determine the meaning of **spite**. Based on what we've read so far in chapters one and two, what does the prince mean by "It's pure **spite** that you won't howl!"

Express Understanding

Explain how the word **spite** adds to your understanding of Jemmy's character.

Lesson 4

Read

Reread excerpts from chapters 1-2 of *The Whipping Boy* by Sid Fleischman.

- As you read, recognize and explain the meaning of figurative language found within the text.

Understand

Reread chapters 1-2 to find examples of the author using figurative language to describe events or people in the story.

Vocabulary

- **Figurative language: Figurative language** means saying something other than what is literally meant, for effect. A literal meaning is what the words in the phrase mean exactly. Authors use **figurative language** to make comparisons and to help create a word picture for their readers. Figurative language helps you to visualize what is happening in a text.

Type of Figurative Language	Definition	Example	Literal Meaning
Simile	A **simile** is a figure of speech that compares two things which are not similar, using the words **like** or **as**.	Your hands are as cold **as** ice.	Your hands are very cold.
Metaphor	A **metaphor** is a figure of speech that compares two things which are not similar, but it does **not** use **lik**e or **as**. It says one thing is another thing.	Your hands are popsicles!	Your hands are very cold.
Idiom	**Idiom**s are word combinations that authors use that have a different meaning than the literal meanings of each word.	Jack Frost is nipping at your nose outside!	It is cold outside.

1. List the **figurative language** you find in the text in the graphic organizer below. Focus on finding examples of when the author, Sid Fleischman, uses similes, metaphors, and idioms in the text to help you create word pictures and visualize what is happening.

Page #	Example of Figurative Language	Literal meaning

"A whipping boy is supposed to **yowl like a stuck pig**! We dress you up fancy and feed you royal, don' t we? It's no fun if you don't bawl!"

2. What is the meaning of "**yowl like a stuck pig**" as it is used in this text? What clues did the author give you to help you discover the meaning?

_____

_____

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Express Understanding

Explain why an author may choose to use figurative language when writing. Choose a figurative language phrase you read and defined today to help you explain your reasoning.

_____

_____

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read chapter three of *The Whipping Boy* by Sid Fleischman.

- Refer to details in the text while explaining what the text says explicitly or when drawing inferences from the text.

Understand

> "Why me? Jemmy thought. Can't you find a friend to run off with? But no-not you, Prince Brat. **You've got no friends.** That's why me."

1. Based on what we have read so far, why might the prince not have friends?

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_____

_____

_____

> "'I'm running away.' The whipping boy sat bolt upright. Hardly a day passed that he didn't make one plan or another to run off—**but a prince?**"

2. Why is the whipping boy so surprised that Prince Brat wants to run away? How does Jemmy try to convince the prince to stay?

_____

_____

_____

_____

3. What evidence from the text shows that Prince Brat is afraid of the dark even though he denies it?

_____

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_____

"'He'll hunt us down. You'll get off light as a feather, but I'll be lucky if they don't whip me to the bone. More likely I'll be hung from the gallows. Scragged for sure!'"

4. Explain this paragraph in your own words. How do the details in this paragraph help you understand the roles of both Jemmy and the prince in this feudal society?

_____

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_____

_____

5. For chapter three, find **two** examples of when the author, Sid Fleischman, uses similes, metaphors, and/or idioms in the text to help you create word pictures and visualize what is happening.

   List your findings in the chart below.

Vocabulary

- **Simile**: A **simile** is a figure of speech that compares two things which are not similar, using the words like or as.
- **Metaphor:** A **metaphor** is a figure of speech that compares two things which are not similar, but it does not use like or as. It says one thing is another thing.
- **Idioms: Idioms** are word combinations that authors use that have a different meaning than the literal meanings of each word.

Chapter and Page #	Example of Figurative Language	Literal meaning

Express Understanding

Reread pages 6-8. This is the second time that Prince Brat refers to Jemmy as "**Jemmy-From-The-Streets**." Write a paragraph explaining what this word choice tells us about the relationship between Jemmy and Prince Brat.

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Lesson 2

Read

Review chapters 1-3 of *The Whipping Boy* by Sid Fleischman.

- As you read, prepare to draw on specific details in the text to describe **Prince Brat** in depth at this point in the text.

Understand

To look at how the characters in *The Whipping Boy* develop throughout the story, we need to recognize character traits that will help us understand a character's behavior and enable us to predict how a character may act or react as a story plot unfolds.

In order for us to analyze how characters develop, we are going to focus on six things. You don't always find each of these focus areas, but being aware of each helps you to find the clues needed to analyze characters.

Character Analysis Focus	Definition
Character's actions	the things a character does within the text
Character's words	the actual words a character speaks out loud within the text
Character's thoughts	the words an author uses to describe the character's thinking within the text
Character's feelings	how the author portrays the character's feelings throughout the text
What others think or say about the character	the actual words others say or think about the character within the text
What changes happen to the character	the events that take place that change a character

1. Complete the graphic organizer below to help you analyze Prince Brat's character:

Character Analysis Focus	Supporting Question	List responses here
Character's actions	Name three things that Prince Brat has done in chapters 1-3 that would help you describe him.	
Character's words	Has Prince Brat said anything that will help you better understand him as a character? If so, describe.	
What others think or say about the character	What do other characters think/say about Prince Brat?	
What changes happen to the character	At this point in the text, has the prince changed at all? If so, describe.	

2. As you continue to analyze Prince Brat's character, what can you infer about him based on your responses in the previous question? Circle four traits that you would use to describe Prince Brat in the chart below.

Positive Traits	Negative Traits
Nice	Mean
cheerful, caring, charming, considerate, concerned, delightful, encouraging, giving, friendly, kind, likable, loving, peaceful, pleasant, polite, respectful, sensitive, sincere, sweet, thoughtful	angry, argumentative, bossy, cross, cruel, dangerous, dark, disrespectful, evil, greedy, harsh, hateful, impolite, insensitive, mischievous, naughty, raging, rude, selfish, spoiled, thoughtless, uncaring, unfriendly, unpleasant, violent
Happy	Sad
carefree, cheerful, eager, easygoing, excited, jovial, loving, optimistic, peaceful, satisfied, tolerant	antisocial, annoyed, comfortless, depressed, down, friendless, frustrated, gloomy, glum, grouchy, heartbroken, heavy-hearted, hopeless, isolated, lonely, lonesome, miserable, moody, scared, sorrowful, unhappy, withdrawn
Does A Lot	Does Very Little
active, adventurous, ambitious, bold, busy, eager, energetic, generous, hardworking, helpful, leader, meticulous, talkative	bored, boring, dull, indifferent, lazy, neglectful, selfish, sluggish, spoiled, uninterested
Confident	Uncertain
assertive, brave, bold, certain, courageous, daring, determined, decisive, fearless, independent, proud, self-reliant, sure, sociable, tenacious	anxious, concerned, confused, fearful, hesitant, mysterious, nervous, uneasy, unsure, worried
Smart	
brilliant, bright, brainy ,clever, curious, cunning, efficient, intelligent, sly, sharp, strong, studious, witty, wise	
Other Positive Attributes	Other Negative Attributes
ambitious, apologetic, cooperative, calm, creative, dependable, fair, fortunate, funny, honest, humble, humorous, loyal, mature, obedient,outspoken, patient, responsible, strong willed, talented, thrifty, trustworthy, silly	afraid, arrogant, babyish, cowardly, conceited, demanding, dishonest, foolish, harsh, immature, impatient, irresponsible, jealous, messy, neglected, picky, reactive, sneaky, stingy, untrustworthy, uncooperative, undependable, unfair, unintelligent

Express Understanding

Write a paragraph describing Prince Brat. Choose one of the character traits that you circled; give at least two examples of evidence from the text captured in your analysis chart to help explain why you chose that trait.

Lesson 3

Read

Review chapters 1-3 of *The Whipping Boy* by Sid Fleischman.

- As you read, prepare to draw on specific details in the text to describe **Jemmy** in depth at this point in the text.

Understand

To look at how the characters in *The Whipping Boy* develop throughout the story, we need to recognize character traits that will help us understand a character's behavior and enable us to predict how a character may act or react as a story plot unfolds.

In order for us to analyze how characters develop, we are going to focus on six things. You don't always find each of these focus areas, but being aware of each helps you to find the clues needed to analyze characters.

Character Analysis Focus	Definition
Character's actions	the things a character does within the text
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Character's thoughts	the words an author uses to describe the character's thinking within the text
Character's feelings	how the author portrays the character's feelings throughout the text
What others think or say about the character	the actual words others say or think about the character within the text
What changes happen to the character	the events that take place that change a character

1. Complete the graphic organizer below to help you analyze Jemmy's character:

Character Analysis Focus	List responses here
Character's actions	
Character's words	
What others think or say about the character	
What changes happen to the character	

2. As you continue to analyze Jemmy's character, what can you infer about him based on your responses in the previous question? Circle four traits that you would use to describe Jemmy in the chart below.

Positive Traits	Negative Traits
Nice	Mean
cheerful, caring, charming, considerate, concerned, delightful, encouraging, giving, friendly, kind, likable, loving, peaceful, pleasant, polite, respectful, sensitive, sincere, sweet, thoughtful	angry, argumentative, bossy, cross, cruel, dangerous, dark, disrespectful, evil, greedy, harsh, hateful, impolite, insensitive, mischievous, naughty, raging, rude, selfish, spoiled, thoughtless, uncaring, unfriendly, unpleasant, violent
Happy	Sad
carefree, cheerful, eager, easygoing, excited, jovial, loving, optimistic, peaceful, satisfied, tolerant	antisocial, annoyed, comfortless, depressed, down, friendless, frustrated, gloomy, glum, grouchy, heartbroken, heavy-hearted, hopeless, isolated, lonely, lonesome, miserable, moody, scared, sorrowful, unhappy, withdrawn
Does A Lot	Does Very Little
active, adventurous, ambitious, bold, busy, eager, energetic, generous, hardworking, helpful, leader, meticulous, talkative	bored, boring, dull, indifferent, lazy, neglectful, selfish, sluggish, spoiled, uninterested
Confident	Uncertain
assertive, brave, bold, certain, courageous, daring, determined, decisive, fearless, independent, proud, self-reliant, sure, sociable, tenacious	anxious, concerned, confused, fearful, hesitant, mysterious, nervous, uneasy, unsure, worried
Smart	
brilliant, bright, brainy ,clever, curious, cunning, efficient, intelligent, sly, sharp, strong, studious, witty, wise	
Other Positive Attributes	Other Negative Attributes
ambitious, apologetic, cooperative, calm, creative, dependable, fair, fortunate, funny, honest, humble, humorous, loyal, mature, obedient,outspoken, patient, responsible, strong willed, talented, thrifty, trustworthy, silly	afraid, arrogant, babyish, cowardly, conceited, demanding, dishonest, foolish, harsh, immature, impatient, irresponsible, jealous, messy, neglected, picky, reactive, sneaky, stingy, untrustworthy, uncooperative, undependable, unfair, unintelligent

Express Understanding

Write a paragraph describing Jemmy. Choose one of the character traits that you circled; give at least two examples of evidence from the text captured in your analysis chart to help explain why you chose that trait.

Lesson 4

Read

Read chapter four of *The Whipping Boy* by Sid Fleischman.

- As you read, determine how the author's word choice promotes imagery and sets mood when describing the setting of a text in depth.

Understand

As you read chapter four, pay attention to the setting of the story.

Vocabulary

- **Setting:** The **setting** of a story is the time and place in which the action occurs. The time could be a particular year, a specific season, a time of day, or a historical period. **Setting** may also play a more active role by creating conflicts for the characters or by influencing the decisions they make. To create a setting that stays with you long after a story ends, a writer paints pictures with words. With the right choice of details and the tone of the language, a writer can transport you to any scene and affect how you feel about a story.
- **Imagery: Imagery** is a writing technique meant to engage the reader's senses. (3-5)
- **Mood**: **Mood** is a feeling or a person's specific state of mind at any particular time.

As you read, look for words and phrases that promote **imagery** and create the **mood** of the **setting**.

> "The night moon had lit their way like a lantern. But by dawn the runaways, double-mounted on a horse from the castle stable, were hopelessly lost. A thick fog had swirled in, they'd strayed from the road, and trees had closed in on them."

1. Underline the words or phrases the author used to promote imagery in this excerpt from the text. What **mood** did these words help set?

_____

_____

2. Why might the author use these words to describe these events?

_____

_____

"Like a snake striking, a ghostly hand darted through the fog and clutched his arm. A second cutthroat! Jemmy looked up and barely made out a long, bony face with hollow cheeks and a nose like a meat cleaver."

3. Underline the words and phrases in the excerpt that add to the dark, frightening **mood** of the chapter. Why might the author use these words to describe these events/characters?

_____

_____

_____

_____

Express Understanding

1. List other words or phrases the author used to promote **imagery** in this chapter.

_____

_____

2. Choose one of the words or phrases you listed above and explain how the author uses images in this phrase to help you understand the **setting**. Explain how this phrase helps you determine the **mood** in this part of the text.

_____

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Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick 6 words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

This week you will use the following texts on the same topic (fiction and nonfiction) to gather evidence that will support your analysis as you knowledgeably write about a subject:

- *The Whipping Boy* by Sid Fleischman
- "Middle Ages" from *Magic Tree House: Knights and Castles* by Will Osborne and Mary Pope Osborne
- "The Middle Ages" by LDOE

The Middle Ages

(1) Long ago in the days of kings and castles and knights in shining armor, the way people lived, the government in which they were ruled, and the economy through which they gained money was very different from our society today. This time period is sometimes called the Middle Ages because it happened between ancient times and modern times. The Middle Ages, or medieval period, lasted from the late 5th century to the early 15th century.

How did the Middle Ages begin?

(2) Prior to the 5th century, the Roman Empire was the largest and most established government in what is now known as Europe. The empire shared a common culture and language, which established order and stability in the area. Near the end of the 5th century, though, many factors such as economic and social troubles, the rise of Christianity, and invasions from other people weakened the Roman Empire.

Source: "Invasions of the Roman Empire 1" by User:MapMaster - Own work. Licensed under CC BY-SA 2.5 via Commons - https://commons.wikimedia.org/wiki/File:Invasions_of_the_Roman_Empire_1.png#/media/File:Invasions_of_the_Roman_Empire_1.png

(3) As invaders from outside areas attacked and gained control over parts of the Roman Empire, they brought their own culture and language. Over time, this led to the end of the common culture and language in the Roman Empire, which had kept the empire together. As invaders continued to attack, the already weakened empire collapsed.

What kind of government existed during the Middle Ages?

(4) Following the collapse of the Roman Empire, there was no single government. One leader, Charlemagne, had some success bringing people together. He was able to convert many to Christianity during his rule from 768-814. When he died, his three sons fought to take over portions of the empire. Other groups, such as the Vikings, attacked, weakening the empire Charlemagne built. Life was dangerous for Europeans. They knew they needed to find a way to organize and

protect themselves against the invasions, so they developed a new system called ***feudalism***. Feudalism was the main government during the Middle Ages—it became the way of life in Western Europe and lasted for hundreds of years.

(5) Under feudalism, those who controlled the land had all the power. The king gave large pieces of land to his vassals,[1] or noblemen, such as barons and princes. The nobles then gave a portion of their land, also called a fief, to their vassals, who were knights and lords. In exchange for land, the lords agreed to be loyal to their nobleman and protect the land and those who worked the land. Serfs, peasants who owned no land, worked on the fiefs planting and harvesting crops. Since the serfs didn't own the land, they had to give most of what they grew to the landowners. The serfs were then allowed to live on the land and were given protection from possible invaders in exchange for their work.

What kind of economy existed during the Middle Ages?

(6) During the Middle Ages, most of Europe was farmland. The economy was based on large estates with farming fields, sometimes a village, and a large house or manor house, where the ruling lord lived. These estates were known as ***manors***. The economy was based on these manors. The lords who ruled the manors were vassals to the noblemen in the feudal system. Several manors would exist on a fief, but there were many miles between each manor. The distance between each manor meant the manors couldn't rely on other manors. Each manor existed on its own and had to supply everything they would need, such as food and clothing. The ruling lord became wealthy from what his manor provided.

What was life like for people in the Middle Ages?

(7) There were very few lords, ladies, or knights in the Middle Ages. They were wealthy. Most people who lived in Europe during the Middle Ages were peasants or serfs.

(8) Peasants lived hard lives. They had very little education or money. In *Good Masters! Sweet Ladies!: Voices from a Medieval Village*, Will The Plowboy describes life as a peasant: "Wheat, barley, and fallow. That's what my father taught me: if you've got three fields, you sow wheat in October and barley in March and let the third field rest. I don't know why the fields have the right to rest when people don't" (Schlitz 10). Peasants did all the work on the manor, but they only owned a small piece of the land. They had to give most of what they earned to the lord: "Then the lord gave us a strip in the low field, and that was so far, it took half the day to get there ... There was so much walking between fields, and the strips of land were so small, our harvest wasn't worth a rotten apple. And then there was the work [my father] had to do in the lord's fields—the work he was paid to do" (Schlitz 10).

(9) Serfs were property of the manor. So, in the manor system, a lord was given not only land, but also the serfs. Serfs lived on the manors for free in exchange for their work. They were not allowed to leave. If a serf could earn enough money to buy a small part of the land, he could become a free peasant, but that didn't happen very often. Most serfs were serfs their entire lives. If a serf could run away, he could also be free. Pask The Runaway describes life as a serf: "My father used to say he wished he'd run away when he was young and had no wife and children. 'Once there's mouths to feed,' he'd say to me, 'you're a slave for life. You work till you drop down dead, just to feed your children.'

[1] A vassal is a person who is in a lower position to another person.

But he never did feed us. It wasn't his fault--a [serf] only gets what the lord lets him keep, and our lord was tightfisted. Then there was sickness, and my parents died. And I ran away. ... Once I'm free, I can start looking for work. Town work..." (Schlitz 62).

How did the Middle Ages end?

(10) The Middle Ages ended as life changed on the manors. Innovations in farming equipment made it easier to farm, so fewer workers were needed. At the same time, the innovations also made it easier to get food, which meant the population grew. As fewer workers were needed and more people were available, they began to move to cities. By the 14th century, many cities in Europe had populations over 50,000. The Renaissance was born in these growing cities as people learned new skills and enjoyed freedom from the ruling of a lord on a manor. The beginning of the Renaissance marked the end of the Middle Ages.

Works Cited

Schlitz, Laura Amy. "Will the Plowboy." *Good Masters! Sweet Ladies! Voices from a Medieval Village*. Somerville: Candlewick, 2007. Print.

Understand

1. The Middle Ages are known for having a very structured system of power. The graphic organizer below gives examples of how this system is seen in the relationship between Prince Brat and Jemmy. What examples from the texts have we read to support these examples? Complete the chart. An example is provided below.

2. Label the chart on the next page with transition words/phrases that could be used to connect column one and column three.
    - It is important to use transition words and phrases to create a flow when you are writing. These words and phrases will help connect sentences, paragraphs, and ideas. Examples of transition words and phrases are: for example, this is demonstrated when, especially, such as, for instance, this is shown when.

Characteristic of the Feudal System	Transition Word/Phrase	How it is Shown in the Relationship between Prince Brat and Jemmy
Royalty were wealthy and serfs were poor.	*For example,*	*Prince Brat was the son of a wealthy king who hosted a grand feast, and Jemmy was the son of a rat catcher who was taken in off the streets to be the Prince's whipping boy.*
Royalty had complete control. They could order people around.		
Serfs could not leave the manor; they had no power or choice.		
Peasants were not educated.		

Express Understanding

Write a short response with one of your examples from the chart above. Be sure to include a transitional word or phrase that connects the feudalism characteristic with how that characteristic is shown in the relationship between Prince Brat and Jemmy. Use the sample below as a model for your response:

In the feudal system, royalty and nobles were wealthy. and the serfs and peasants were poor. ***This is shown in*** *Prince Brat and Jemmy's relationship because the prince's father is the king who is wealthy and can throw great feasts, while Jemmy's father was a poor rat catcher.*

Your Response:

Lesson 2

Read

This week you will use the following texts on the same topic (fiction and nonfiction) to gather evidence that will support your analysis as you knowledgeably write about a subject:

- *The Whipping Boy* by Sid Fleischman
- "Middle Ages" from *Magic Tree House: Knights and Castles* by Will Osborne and Mary Pope Osborne
- "The Middle Ages" by LDOE

Understand

When responding to a writing prompt, it is important to introduce the topic clearly. To create a strong topic sentence, restate the question/prompt to introduce the topic.

1. How can you restate the question below to introduce the topic clearly for the following writing prompt?

   The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy?

_____

_____

_____

_____

When responding to a writing prompt, it is also important to write a clear conclusion.

2. Write a conclusion sentence that supports this prompt:

   The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy?

_____

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Express Understanding

Draft: Using the organizers and notes from lessons 1-2, write a well-thought-out response for the following prompt:
The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy?

Be sure to include:

- a strong introduction statement;
- at least two examples of how the system is seen in Prince Brat and Jemmy's relationship from the provided texts;
- transition words; and
- a strong conclusion statement.

Lesson 3

Read

Reread your lesson two written responses, then strengthen your writing through the revision process. Edit your response to ensure that you have correct grammar, capitalization, punctuation, and spelling.

Understand

Step 1: Revision

- ❑ Highlight the introduction or main idea in yellow or underline it once.
  - ❑ Does the highlighted sentence clearly introduce the prompt?
  - ❑ If not, revise your introduction to clearly introduce the topic.
- ❑ Highlight connecting words or phrases in blue or circle them (examples: for example, this is demonstrated when, especially, such as, for instance, this is shown when).
  - ❑ Do the connecting words and phrases clearly connect the characteristics of the feudal system to Prince Brat and Jemmy's relationship?
  - ❑ If not, revise your response to include connecting words that clearly connect the characteristics of the feudal system to Prince Brat and Jemmy's relationship.
- ❑ Highlight the conclusion sentence in pink or underline it twice.
  - ❑ Does the conclusion restate the main idea/ prompt using new language?
  - ❑ If not, revise your response to include a strong concluding sentence.

Step 2: Editing

Reread your lesson two response.

Check for:

- grammar
- capitalization
- punctuation
- spelling

Use the proofreading marks in the provided chart to note needed changes.

Editing Marks	
Capital letter	≡
New paragraph	¶
Remove	ℯ
Add	∧
Check spelling	sp ○

Express Understanding

Publish: Using the organizers and notes from lessons 1-2 and your draft response, write a well-thought-out response for the following prompt:

> The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy?

Be sure to include:

- a strong introduction statement;
- at least two examples of how the system is seen in Prince Brat and Jemmy's relationship from the provided texts;
- transition words; and
- a strong conclusion statement.

Lesson 4

Read

Read chapter five of *The Whipping Boy* by Sid Fleischman.

- Refer to details in the text while explaining what the text says and when drawing inferences.

Understand

"'Famous, he is,' put in Cutwater. 'Put to song, is Billy.' **Jemmy thought he remembered. Hadn't he heard ballad sellers fling that name about the streets?** The exploits of Hold-Your-Nose Something-or-other in verses by the yard?"

1. Why is it important for us to know that Jemmy remembered the ballad about "Hold-Your-Nose Something-or-other"?

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2. How did Jemmy try to stop the prince from talking?

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3. What did Prince Brat do?

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Express Understanding

Given what you know about Prince Brat's character, why didn't he listen to Jemmy in this chapter?

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Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Reread chapter five of *The Whipping Boy* by Sid Fleischman.

- As you read, pay attention to the dialogue, or words that the characters speak; authors use dialogue to describe characters and events.

Understand

Vocabulary

- **Character Dialogue:** two or more characters engaged in conversation with one another
- **Dialogue Tag:** a small phrase either before, after, or in between the dialogue itself

Dialogue in a text is used to develop the events in the chapter and show the responses of characters to situations. It is important to note that authors use **dialogue tags** to reveal how a character responds or reacts to events in a story.

Dialogue plays an important role in this book because most of the characters' actions and reactions are revealed through **dialogue**. It is important for us to know how to read **dialogue** and to notice how the author uses **dialogue tags** to show characters' responses and reactions.

Complete the chart below. The first sample is done for you.

Example from the Text	Character Dialogue	Dialogue Tag	How was the character feeling or responding?
Example: "No business of yours," Billy said with a thunderclap of laughter.	"No business of yours,"	Billy said with a thunderclap of laughter.	Billy thought the situation was funny.

Example from the Text	Character Dialogue	Dialogue Tag	How was the character feeling or responding?

Express Understanding

"'Skin me alive!' **declared the big man in awe**. 'That's the king's own crest.'
'We stole it, horse and saddle!' **Jemmy put in desperately**.
'Bosh!' **retorted Prince Brat scornfully**. 'Didn't I tell you who I was? Bow low, you fools, and be off!'"

Read this excerpt from the text. How did each character react to finding the king's crest on the horse? How do the dialogue tags help us understand their reactions and character traits? There are additional lines on the next page.

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Lesson 2

Read

Read chapter six of *The Whipping Boy* by Sid Fleischman.

- As you read, prepare to describe the characters and setting of the chapter.

Understand

> "Hold-Your-Nose Billy pushed aside a low branch, revealing a **rickety timbered** hut with a moldy **thatched** roof. 'There's our castle, Your Young Majesty,' he said, chuckling. 'Accept our hospitality! I hope you won't mind sleeping on the floor.' The floor was hard-packed earth. Braided garlic bulbs hung like knotted ropes from the rafters."

Vocabulary

- **Rickety:** shaky; not in good condition
- **Timbered:** made of wood
- **Thatched**: a roof covered with straw

1. **Rickety** means shaky. How does this affect the way you picture the hut?

_____

_____

_____

2. Do you think that the wood the hut is made of is in good condition?

_____

_____

_____

3. What do you think it's like to have a **thatched** roof when it is raining?

_____

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4. What are the differences between the outlaws' hut and a real castle?

Sketch the outlaws' hut based on the description above.	Sketch a castle based on descriptions read in this unit.

Express Understanding

Reread chapter six. Based on what you have read, how did the author use descriptions of different food to help us better understand and describe the characters? Why did finding the crown at the end of the chapter excite the two outlaws? Use examples from the text to support your response.

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Lesson 3

Read

Read chapter seven of *The Whipping Boy* by Sid Fleischman.

- As you read, refer to details and examples from the text when explaining what the text says explicitly, when drawing inferences from the text, and to describe the shift in power that occurs in this chapter.

Understand

1. What evidence from the text shows us that Prince Brat still feels that he has power even though the two boys have been kidnapped?

_____

_____

> "Jemmy shot a calculating glance at Prince Brat. His pesky hide hardly seemed worth saving, but a scheme had leaped into his head. He might be able to trick these mangy outlaws into letting the prince go. And Jemmy would be rid of Prince Brat once and for all."

2. What was Jemmy's motivation for trying to trick the outlaws into letting the prince go?

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_____

> "'This ignorant whipping boy knows his letters—and the royal prince can't sign his own name. Something's amiss here.' 'What you thinking, Billy?' asked Cutwater. 'I'm thinking these lads have mixed themselves up to **flummox** us.'"

3. What does the word **flummox** mean as it is used in the text? What context clues helped you to define **flummox**?

_____

_____

_____

4. How do Jemmy's attitude and actions change after the outlaws think that he is the real prince? Why? How does Prince Brat react to Jemmy's plan?

Express Understanding

Describe the shift in power that occurred during this chapter. Who thinks they are in charge at the beginning of the chapter? Why? Who has power at the end of this chapter? Why?

Lesson 4

Read

Read chapter eight of *The Whipping Boy* by Sid Fleischman.

- Prepare to create a sequence of events flowchart to write a summary using key details from the chapter.

Understand

Vocabulary

- **Chapter Summary**: A **chapter summary** is a brief retelling of a chapter that includes the main events that are important to the rest of the book. For example, the major events from chapter seven are shown in the graphic organizer below. Each of the events listed is important to moving the story forward.

Chapter 7 Sequence of Events

1. Using the graphic organizer above, write a brief summary of chapter seven. Be sure to include each of the major events captured in the flow chart in your response.

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2. Complete the Sequence of Events graphic organizer below. Be sure to include the important events in the chapter. Use chapter seven's flowchart as an example.

Chapter 8 Sequence of Events

Express Understanding

Write a chapter summary for chapter eight, "The Ransom Note." Your summary should be 3-4 sentences in length. Your summary should include the important events in chapter eight that will affect the rest of the story.

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Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read chapter nine of *The Whipping Boy* by Sid Fleischman.

- Refer to details and examples from the text when explaining what the text says explicitly and when drawing inferences from the text.

Understand

> "Jemmy sat on the bed straw beside the prince and contemplated his breakfast. He examined the bread closely, hunting for **varmints**. The prince, he knew, had never been starved enough to pick out wildlife from his grub. 'Eat,' he whispered. 'I can't find any crawly things in it.'"

1. What does **varmint** mean as used in this text? What context clues helped you define **varmint**?

_____

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2. Using what you have learned about the difference between poor and rich people's lives in the Middle Ages, why would the ruffians have wanted to capture the prince in the first place? Use details from the text to explain your answer.

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> "'Keep your wits. It's worse'n common murder to lay hands on a prince. No need to break any more of the king's laws than we have to. If it comes to a flogging, there's his whipping boy.' The prince's eyes widened and his face blanched white. The prospect of taking a whipping himself had never occurred to him. 'But, sir, it wasn't me who called you names!'"

3. Circle the descriptive words and phrases in this excerpt that helped us to understand how Prince Brat felt about the possibility of being whipped.

Express Understanding

Describe Jemmy's plan to set Prince Brat free. Be sure to include examples from the text in your response.

Lesson 2

Read

Read chapters 10-11 of *The Whipping Boy* by Sid Fleischman.

- As you read, make connections between the text and the visual representation of the story.

Understand

> "The effect on the outlaws was instant. Hold-Your-Nose Billy's jaw dropped. Sweat broke out across his face like raindrops. 'Cutwater, you're skin and bones. You could slip in and out of a keyhole. I'll guard the prince.' 'Faw Billy! I don't fancy being boiled to a crisp.' The hairy outlaw gave a loud and decisive snort. 'We'll send the whipping boy.'"

1. How do the cutthroats feel about delivering the ransom note? Circle the words or phrases that helped you to determine how they felt.

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_____

> "Jemmy was struck dumb. Did Prince Brat have sand for brains? Gaw! Didn't he realize he could snatch up his crown and go free? 'It doesn't please me to take orders from common rascals,' Prince Brat said coldly."

2. Why is Jemmy so surprised about Prince Brat's reaction to bringing the ransom note?

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3. As you read chapters 10 and 11, pay attention to how the text of the chapters and the illustration in chapter 11 are connected. Complete the graphic organizer with textual evidence from the text and connect this to the illustration on page 35.

Textual Evidence What I read...	Visual Representation What I see...
"He filled his mouth with bread and herring."	*I see the bones of a fish on the table.*

Express Understanding

Using the graphic organizer you completed above, describe how the text of this scene is reflected in the illustration on page 35.

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Lesson 3

Read

Read chapters 12-13 of *The Whipping Boy* by Sid Fleischman.

Understand

1. What was Jemmy's plan for escaping when Hold-Your-Nose Billy left to deliver the ransom note?

_____

_____

_____

2. Why did Prince Brat betray Jemmy's plan? What did the prince do and say to help us to understand why?

_____

_____

_____

> "A thoroughbred of the streets, Jemmy acted on instinct. He didn't wait to be nabbed. In a burst of straw, he shot up and made a leap for the door."
>
> "… Jemmy got his breath back. Then, almost without thinking, he dove into the hollow of the dead tree and snugged himself in."

3. What do these two excerpts from the text tell us about Jemmy? Circle the words or phrases from the text that led you to that conclusion.

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_____

_____

_____

4. Both Prince Brat and Jemmy are angry at the end of this chapter. List the events that have happened that have caused each boy to feel this way in the chart.

Prince Brat	Jemmy

Fluency Practice:
Practice rereading Jemmy and Prince Brat's argument at the end of chapter 13 out loud. Show the characters' feelings by changing the tone of your voice to show emotion.

Express Understanding

Who do you think has the right to be angry—Jemmy or Prince Brat—at the end of chapter 13? Why? Support your opinion with at least two reasons or examples from the text.

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Lesson 4

Read

Read chapters 12-14 of *The Whipping Boy* by Sid Fleischman.

- As you read, draw on specific details in the text to describe characters in depth.
- Review chapters 10-14 to help analyze Prince Brat and Jemmy.

Understand

To look at how the characters in *The Whipping Boy* develop throughout the story, we need to recognize character traits that will help us understand a character's behavior and enable us to predict how a character may act or react as a story plot unfolds.

In order for us to analyze how a character develops, we are going to study six things. You don't have to always see each of these focus areas, but it helps to think about each area and find the clues to help analyze characters.

Character Analysis Focus	Definition
Character's actions	the things a character does within the text
Character's words	the actual words a character speaks out loud within the text
Character's thoughts	the words an author uses to describe the character thinking within the text
Character's feelings	how the author portrays the character's feelings throughout the text
What others think or say about the character	the actual words others say or think about the character within the text
What changes happen to the character	the events that take place that change a character

1. Describe Prince Brat and Jemmy using textual evidence from chapters 10-14.

Character Analysis Focus	Prince Brat	Jemmy
Character's actions		
Character's words		
What others think or say about the character		
What changes happen to the character		

2. Circle four traits that you would use to describe Prince Brat in the chart below. Underline four traits that you would use to describe Jemmy in the chart below.

Positive Traits	Negative Traits
Nice	Mean
cheerful, caring, charming, considerate, concerned, delightful, encouraging, giving, friendly, kind, likable, loving, peaceful, pleasant, polite, respectful, sensitive, sincere, sweet, thoughtful	angry, argumentative, bossy, cross, cruel, dangerous, dark, disrespectful, evil, greedy, harsh, hateful, impolite, insensitive, mischievous, naughty, raging, rude, selfish, spoiled, thoughtless, uncaring, unfriendly, unpleasant, violent
Happy	Sad
carefree, cheerful, eager, easygoing, excited, jovial, loving, optimistic, peaceful, satisfied, tolerant	antisocial, annoyed, comfortless, depressed, down, friendless, frustrated, gloomy, glum, grouchy, heartbroken, heavy-hearted, hopeless, isolated, lonely, lonesome, miserable, moody, scared, sorrowful, unhappy, withdrawn
Does A Lot	Does Very Little
active, adventurous, ambitious, bold, busy, eager, energetic, generous, hardworking, helpful, leader, meticulous, talkative	bored, boring, dull, indifferent, lazy, neglectful, selfish, sluggish, spoiled, uninterested
Confident	Uncertain
assertive, brave, bold, certain, courageous, daring, determined, decisive, fearless, independent, proud, self-reliant, sure, sociable, tenacious	anxious, concerned, confused, fearful, hesitant, mysterious, nervous, uneasy, unsure, worried
Smart	
brilliant, bright, brainy ,clever, curious, cunning, efficient, intelligent, sly, sharp, strong, studious, witty, wise	
Other Positive Attributes	Other Negative Attributes
ambitious, apologetic, cooperative, calm, creative, dependable, fair, fortunate, funny, honest, humble, humorous, loyal, mature, obedient,outspoken, patient, responsible, strong willed, talented, thrifty, trustworthy, silly	afraid, arrogant, babyish, cowardly, conceited, demanding, dishonest, foolish, harsh, immature, impatient, irresponsible, jealous, messy, neglected, picky, reactive, sneaky, stingy, untrustworthy, uncooperative, undependable, unfair, unintelligent

Express Understanding

Write a paragraph that describes how the character traits of Prince Brat and Jemmy can be seen in their relationship. Describe the relationship between Prince Brat and Jemmy at the end of chapter 14. Use examples from the text to discuss how their character traits influence their relationship.

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read chapters 15-16 of *The Whipping Boy* by Sid Fleischman.

Understand

> "The prince shrugged and walked on ahead. Jemmy gazed after him for a moment. What did a prince know about living off the streets? His meals had always appeared on China plates and silver trays as if by magic. Left to himself, he'd starve. 'It's not my worry,' Jemmy muttered. 'What?' 'You, that's what. If you get hungry enough, you'll scramble back to the castle.' The prince glared back at Jemmy, and then stooped down to retrieve the broken leg of a chair from the mud.'

1. What is Jemmy struggling with in this excerpt? Why did Prince Brat pick up the broken chair leg?

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_____

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2. What made Jemmy stop the hot-potato cart and go back for the prince? What is the importance of this event to the story?

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> "'Got one! The whipping boy, it is! Where's your master, eh?' Jemmy held his breath. He had no reason to believe that the prince would betray him again. There came a stiff pause. And then Prince Brat said, 'Swam the river.'"

3. Why is it a significant, or important, event when Prince Brat says, "Swam the river"?

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_____

> "The whip snapped across the prince's back. Jemmy held his breath. He knew what it felt like. He saw that Prince Brat had set his jaws, just as Jemmy had always done—and not a sound escaped his lips."
>
> "… 'Bawl out!' Jemmy shouted. He'd dreamed of seeing the prince whipped, but now that it was happening he found no satisfaction in it. 'Holler and cry out! I won't tell anyone.'"

4. Underline the words and details the author used to help us to understand the impact of Prince Brat being whipped on Jemmy.
5. What does it mean when the text says, "He'd dreamed of seeing the prince whipped, but now that it was happening he found no satisfaction in it"? What is Jemmy thinking?

_____

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Express Understanding

Write a paragraph to explain the events in chapters 15-16 that have the greatest impact on Jemmy and Prince Brat's relationship. Give at least two details from the text to support your answer.

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Lesson 2

Read

Reread chapters 15-16 of *The Whipping Boy* by Sid Fleischman.

Understand

> "Jemmy watched the prince slowly raise himself off the mud flat. He felt a growing amazement. Prince Brat a brave one? It didn't seem possible. But gaw! There was a cast-iron streak of pluck in him. "

1. How does Prince Brat being whipped have an impact on his and Jemmy's relationship? Circle the words or phrases from the text that help to show this change.

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2. What is so surprising about the first time that Jemmy heard Prince Brat laugh?

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> "Smudge was impressed. 'Ain't that a wonder! I never heard of a rat-catcher could read and write and sums. It don't fit. Don't forget your old friends when you grow up to be a duke or something.' 'I aim to go back to the sewers,' replied Jemmy stiffly. 'I'll catch you some rats first chance.' But even as he said it, Jemmy felt a bleak discomfort. He would miss the shelves of books he'd left behind in the castle. In the sewers, he hadn't been aware of his own ignorance. He saw no choice now but to return. But he realized that he'd lost his taste for ignorance. "

3. What did Smudge help Jemmy realize? How did this event have an impact on Jemmy's character?

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"'Treasonous old woman. I could have her tongue ripped off for lying.' But **there was no steam in his voice**. Taking a whipping was bad enough, but to learn that his subjects dreaded the day he'd grow up and become king had deeply shaken him."

4. Explain what the author meant when he writes that there was no steam in Prince Brat's voice. Circle the context clues that helped you to understand the phrase "there was no steam in his voice"?

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5. What caused Jemmy to grab his battered bird cage and run?

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Express Understanding

Prince Brat experiences many "firsts" in these two chapters. Describe the events that occurred and explain how they have impacted Prince Brat and his relationship with Jemmy.

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Lesson 3

Read

Read chapters 19-20 of *The Whipping Boy* by Sid Fleischman.

Understand

1. Why is Jemmy angry with the prince after he runs off from the fair? How does the prince react to his anger?

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> "'Jemmy.' Hardly above a breath, the prince's voice was stiff with fear. Jemmy! Not Jemmy-From-The Streets! Not boy! The wonder of it. Jemmy thought. Like we was old knockabout friends of the streets. 'I wish I were like you,' muttered the prince. Jemmy was amazed. 'Like me!'"

2. How does this excerpt show a change in Prince Brat and Jemmy's relationship since the beginning of the story?

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Express Understanding

Make a list of events that occur in the final chapter of *The Whipping Boy* that show a change in Prince Brat's character. There are additional lines on the next page.

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Lesson 4

Read

Read to determine the theme of a text.

Understand

Vocabulary

- **Theme:** The **theme** in stories is what the text has to say about the main topic or idea of the text.

A **theme** is the meaning of the text—it is why we read the text and it is often why the author writes a text. It is meant to teach us about life and the way the world operates around us. A single text can have multiple themes.

Theme can be found by analyzing characters and events in a text. Read the themes in the chart and match a theme to the story plots in question one.

Theme Topics	Examples of Theme/Lesson Phrases
Acceptance	• Our differences make us special. • Give someone a chance; they may surprise you. • Be true to who you are.
Courage	• Stand up for those who can not stand up for themselves. • Do the right thing, even when it is hard. • One person can make a difference.
Happiness	• We are stronger together than we are apart. • Accept yourself for who you are. • True happiness begins from within.
Perseverance/ Hard Work	• Slow and steady wins the race. • If at first you don't succeed, try again. • Sacrifice now brings rewards later.
Friendship	• Two people can overcome differences and become friends. • You can find friendship in unexpected places. • To have a good friend, you must be a good friend.

1. Read the following plot examples and label them with the theme the author is trying to convey.

Plot	Theme Phrase
The ant worked day and night to prepare for winter while the grasshopper played. When winter came, the ant was warm and well fed and the grasshopper was cold and hungry.	
Even though the dog and the fox were different, they remained friends and watched after each other. It was an unusual friendship, but a strong one.	
Shrek and Fiona were from two different worlds, but grew to love each other even through their differences. They accepted each other for who they were.	
Mulan took her father's place in the army and fought alongside men with no fear. She helped to save her people without worrying about her own safety.	

Express Understanding

Choose one plot example from the graphic organizer. Describe what details or examples from the plot help to explain why you chose the theme. There are additional lines on the next page.

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Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Culminating Writing Task: Brainstorming

Review the Culminating Writing Task Directions and the text *The Whipping Boy* by Sid Fleischman.

Culminating Writing Task Directions
How do Jemmy and Prince Brat and their relationship change over the course of *The Whipping Boy*? What is a theme of the novel? Write a literary analysis in response to these questions that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Draw on specific details from the text to support the analysis; use linking words (e.g., *for instance*, *in addition*, *in order to*) to connect your opinions and reasons.

Understand

It is important to carefully read your writing prompt and prepare to write before you actually begin writing. As you prepare to answer the writing prompt, first review the texts that you read in this unit.

Graphic organizers often help us to organize our thoughts and ideas. Use the graphic organizer in the next section to organize your thoughts before writing your rough draft.

Express Understanding

1. As you review the text, complete the chart below. Think about Jemmy and Prince Brat's relationship at the beginning, middle, and end of the text. Complete the graphic organizer below to describe how the relationship changed throughout the text.

	...at the beginning of the text	...in the middle of the text	...at the end of the text
How would you describe Jemmy and Prince Brat's relationship...			
What major events from the text help you to describe the boys' relationship...			

2. In column three (... in the middle of the text), underline the main "turning point" in the boy's relationship. The **turning point** is the event in the story that caused a change in Jemmy and Prince Brat's relationship.

3. Circle a theme from the chart below that best describes a theme of *The Whipping Boy* by Sid Fleischman. Note: More than one theme could describe the text; however, only choose one.

Theme Topics	Examples of Theme/Lesson Phrases
Acceptance	• Our differences make us special. • Give someone a chance; they may surprise you. • Be true to who you are.
Courage	• Stand up for those who can not stand up for themselves. • Do the right thing, even when it is hard. • One person can make a difference.
Happiness	• We are stronger together than we are apart. • Accept yourself for who you are. • True happiness begins from within.
Perseverance/ Hard Work	• Slow and steady wins the race. • If at first you don't succeed, try again. • Sacrifice now brings rewards later.
Friendship	• Two people can overcome differences and become friends. • You can find friendship in unexpected places. • To have a good friend, you must be a good friend.

Lesson 2

Culminating Writing Task: Draft

Review the Culminating Writing Task Directions.

Culminating Writing Task Directions
How do Jemmy and Prince Brat and their relationship change over the course of *The Whipping Boy*? What is a theme of the novel? Write a literary analysis in response to these questions that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Draw on specific details from the text to support the analysis; use linking words (e.g., *for instance*, *in addition*, *in order to*) to connect your opinions and reasons.

Understand

The graphic organizer from lesson one will become the body paragraphs for your essay.

Introduction	Body Paragraphs	Conclusion
Restate the writing prompt and state the theme you chose for the novel from lesson one.	Using the graphic organizer from lesson one, describe Jemmy and Prince Brat's relationship in the beginning, middle, and end of the text. These events should show the change that happened to the boys' relationship. Remember to start with the earliest event first, and use signal words or phrases to begin each new paragraph. Examples of signal words/phrases are: because, since, first, then, after, finally, also, another, last, before, after, later, at first, during, meanwhile, in the end.	Restate your main idea sentence to provide a strong conclusion to your writing.

Express Understanding: Draft Your Response

Paragraph	Rough Draft
Introduction: Introduce your topic. Write a main idea sentence to introduce your topic. Identify the theme of the novel.	_____ _____ _____ _____ _____ _____ _____ _____
Body Paragraph 1: This paragraph will describe Jemmy and Prince Brat's relationship at the **beginning** of the novel. Add a signal word in the gray box to begin your paragraph. Be sure to include events from the text to support your description.	_____, _____ _____ _____ _____ _____ _____ _____ _____ _____

Body Paragraph 2: This paragraph will describe Jemmy and Prince Brat's relationship in the **middle** of the novel. Add a signal word in the gray box to begin your paragraph. Be sure to include the **turning point** of the boy's relationship. Be sure to include events from the text to support your description.	_____, _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Body Paragraph 3: This paragraph will describe Jemmy and Prince Brat's relationship at the **end** of the novel. Add a signal word in the gray box to begin your paragraph Be sure to include events from the text to support your description.	_____, _____ _____ _____ _____ _____ _____ _____

Conclusion: Restate your main idea sentence and explain how the theme you chose connects to Jemmy and Prince Brat's relationship.	_____ _____ _____ _____ _____ _____ _____ _____

Lesson 3

Culminating Writing Task: Revise

Understand

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect.

- ❏ **Introduction Paragraph:**
  - ❏ Identify the main idea by underlining it with a green marker.
    - ❏ Determine if your main idea paragraph includes a strong introduction sentence and identifies the theme of the text.
- ❏ **Body Paragraph 1:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you describe Jemmy and Prince Brat's relationship at the beginning of the novel?
    - ❏ Did you give textual evidence to support your response?
- ❏ **Body Paragraph 2:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you describe Jemmy and Prince Brat's relationship in the middle of the novel?
    - ❏ Did you give textual evidence to support your response?
- ❏ **Body Paragraph 3:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you describe Jemmy and Prince Brat's relationship at the end of the novel?
    - ❏ Did you give textual evidence to support your response?
- ❏ **Conclusion Paragraph:**
  - ❏ Identify the conclusion sentence and circle it with a green marker.
    - ❏ Determine if your conclusion sentence makes a strong ending and restates your main idea.

Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Lesson 4

Culminating Writing Task: Edit

Understand

1. Reread your first draft.
2. As you read, look for areas where you may have made errors in writing such as grammar, punctuation or spelling.

Express Understanding

Use the Editing Marks chart below to indicate edits that you make to your draft. Use your pen to make the edits.

Editing Marks	
Capital Letter	≡
New Paragraph	¶
Remove	ℯ
Add	∧
Check Spelling	sp ○

Lesson 5

Culminating Writing Task: Final Draft

Use the next two pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Culminating Writing Task Directions
How do Jemmy and Prince Brat and their relationship change over the course of *The Whipping Boy*? What is a theme of the novel? Write a literary analysis in response to these questions that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Draw on specific details from the text to support the analysis; use linking words (e.g., *for instance*, *in addition*, *in order to*) to connect your opinions and reasons. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Title: _____

By: _____

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025

Grades 4–5 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and/or inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is **effectively** organized with **clear and coherent** writing; • uses language **effectively** to clarify ideas.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the topic that is **appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is organized with **mostly clear and coherent** writing; • uses language that is **mostly effective** to clarify ideas.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the topic that is **somewhat appropriate** to the task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the topic; • demonstrates **some** organization with **somewhat coherent** writing; • uses language to express ideas with **some** clarity.	The student response • demonstrates **limited comprehension** of ideas by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.