Also by Lori Verstegen

Advanced U.S. History-Based Writing Lessons
All Things Fun and Fascinating
Ancient History-Based Writing Lessons
Bible Heroes Writing Lessons
Dress-Ups, Decorations, and Delightful Diversions
Medieval History-Based Writing Lessons (Teacher's Manual)
Student Resource Notebook
U.S. History-Based Writing Lessons, Vol. 1: Explorers to the Gold Rush

The purchase of this book entitles its owner to a free downloadable copy of the Student Resource Notebook, the Medieval History-Based Advanced Writing Lessons Blackline Masters, and the Advanced Writing Lessons Sample Key Word Outlines.

(See the blue page for complete download instructions.)

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Introduction

The lessons in this book teach structure and style in writing. As they move through medieval history themes, they incrementally introduce and review most of the models of structure and elements of style found in the Institute for Excellence in Writing’s *Teaching Writing: Structure and Style*.

Student Book Contents

- **A Scope and Sequence Chart** (pages 8–9)
- **The Lesson Pages**
  This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists you will need for each lesson.
- **Appendix 1: Modified MLA Format**
- **Appendix 2: Polished Draft Notebook and Keepsake**
  This appendix explains the polished draft notebook and includes a checklist that may be copied and used if teachers require these drafts to be turned in for grading.
- **Appendix 3: Student Samples**
  At least one student sample for each of the IEW units is included to help clarify instructions and inspire you.
- **Appendix 4: Adding Literature**
  This appendix suggests various classic novels set in the Middle Ages to be read alongside the writing lessons. It also includes masters of literature response pages if teachers would like to assign such pages for students adding the literature reading. These great stories will enhance the students’ understanding of medieval times as well as provide background for the compositions they will write for these lessons.
- **Appendix 5: Vocabulary Chart, Quizzes, and Cards**
  The vocabulary words are an important part of these lessons. You will be instructed to cut out one set of cards for some of the lessons. You should include some of these words in each composition you write. You will also be quizzed over the words periodically. The goal is that these great words will become part of your natural writing vocabulary.

Medieval History-Based Advanced Writing Lessons Blackline Masters

These optional more advanced source texts, along with a few suggestions for more advanced structure and style—to be done in addition to some of the regular lessons—will help keep veteran IEW students progressing.

Medieval History-Based Advanced Writing Lessons Sample Key Word Outlines

Sample key word outlines for the advanced source texts are available (see the blue page).
Teacher’s Manual

The Teacher’s Manual includes all of the above (except the vocabulary cards) with added instructions for teachers, including sample key word outlines and brainstorming ideas, answers to questions, answers to vocabulary quizzes, and an additional Appendix 6. This appendix includes ideas for motivating students, such as using tickets and games. Teachers may teach directly from this manual without the need of their own copy of the Student Book.

Checklists

Each lesson includes a checklist that details all the requirements of the assignment for you and your teacher. You (students) should check off each element when you are sure it is included in your paper. Turn in the checklist with each assignment to be used by your teacher for grading.

More advanced additions are in gray boxes on the checklist. You will see vocabulary words in this box. This is because you are encouraged to use some vocabulary words in each composition you write. Doing so will help you master these quality words. Your teacher will decide how to reward you for using them. She may also sometimes ask you to add another element of style she would like you to try. If she will assign point values to these, she will have you write the new total points possible on the custom total line.

The Student Resource Notebook (SRN)

The Student Resource Notebook is a free download used throughout these lessons. Please follow the instructions on the blue page for downloading this very helpful resource at no cost. If you prefer not to print so many pages, you may purchase a hard copy from IEW.

Polished Draft Notebook

You should polish and illustrate each of your final drafts as soon as they have been checked and returned by a teacher. To do so, make all the corrections noted, and add a picture. This last draft is referred to as “the polished draft” and does not have to be labeled. Polished drafts should be kept in a binder in clear sheet protectors with the original, labeled final draft hidden behind each. At the end of the year, you will have a collection of a variety of types of compositions that move through major themes in medieval history.

See Appendix 2 for more details about this notebook.
Suggested Weekly Schedule

In general, lessons are designed to be taught weekly and to be completed as follows.

Day 1

1. Review concepts from previous lessons using activities in the Teacher’s Manual.
2. Together, teacher and students read the new concept introduced in the lesson and do suggested activities. Then, follow Day 1 instructions to read the source text, make a key word outline, and tell back the meaning of the notes.
3. Use the brainstorming page to discuss ideas for including elements of style.
4. Discuss the vocabulary words for the present lesson.
5. Experienced IEW students who are ready for a more advanced assignment can be instructed to additionally do the extra source text in the Medieval History-Based Advanced Writing Lessons Blackline Masters, if there is one, or to add more advanced elements of style.

Days 2–3

1. Before returning to the new lesson, if work from a previous lesson has been returned with corrections to be made, polish this work with the help of a parent. Add a picture. Once checked, the polished draft will be placed in the polished draft notebook (see p. 6) with the original, labeled final draft behind it, in the same sheet protector. Please see Appendix 2 for more details. There is a polished draft checklist on page 222.
2. Cut out and learn the vocabulary words for the present lesson. Review previous.
3. Review the key word outline from Day 1 of the new lesson. If a note is unclear, check the source text, and add what you need to in order to understand it. After you are sure you understand your notes, use the outline and the brainstorming ideas to write or type a composition in your own words. Try not to look back at the source text while you are writing. Include and label everything on the checklist. Let an editor proofread.

Day 4

1. Review all vocabulary words learned thus far.
2. Write or type a final draft by making any corrections your editor asked you to make. (This will be fairly easy if the first draft was typed.) Check off each item on the checklist when you have included and labeled it.
3. Let an editor proofread again. He or she should check that all elements of structure and style are included and labeled as instructed on the checklist. Paperclip the checklist to your final draft to be turned in.
### Scope and Sequence

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<tr>
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<th>Subject and Structure</th>
<th>Style (First Introduced)</th>
<th>Vocabulary</th>
<th>Literature Suggestions</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Note Making and Outlines <strong>The Middle Ages</strong> Symbols and Abbreviations Advanced: Extra paragraph</td>
<td></td>
<td>fetid, massive, dilapidated, intrepid</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Writing from Notes <strong>The Middle Ages</strong>, continued Creating a Title</td>
<td>-ly Adverbs</td>
<td>stunned, flee, tenacious, desecrate</td>
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<td>3</td>
<td>Anglo-Saxons Advanced: King Arthur</td>
<td><strong>Who-which</strong> clause</td>
<td>melancholy, imminent, bewildered, embellish</td>
<td>Lessons 3–6 <em>Beowulf</em> by Michael Morpurgo</td>
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<td>4</td>
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<td>5</td>
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<td><strong>Unit 2</strong></td>
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<td>extol, fatigued, rebuked, intrigued</td>
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<td>7</td>
<td>Mohammed Advanced: Extra paragraph</td>
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<td>8</td>
<td>Ali and the Sultan’s Saddle</td>
<td>Alliteration</td>
<td>anguish, insolent, restrain, gravely</td>
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<td>9</td>
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<td>disclosed, contrite, scowl, dislodge</td>
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<td><strong>Unit 3</strong></td>
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<tr>
<td>12</td>
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<td>uniform, perturbed, foremost, reform</td>
<td></td>
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<tr>
<td>13</td>
<td>Charlemagne, Part 2 2-or 3-Paragraph Structure</td>
<td></td>
<td>besow, devout, renowned, proficient</td>
<td></td>
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<td></td>
<td>Lessons 14–17 <em>The King’s Shadow</em> by Elizabeth Alder</td>
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<td>15</td>
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<td>apprehend, stymied, plummet, interminable</td>
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<td>relish, abashed, ludicrous, capriciously</td>
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<td>16</td>
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<td>3sss extensions</td>
<td>din, crane, reprehensible, repugnant</td>
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<td>Summarizing Multiple References&lt;br&gt;Medieval Cathedrals&lt;br&gt;Fused Outlines</td>
<td><a href="http://www.asia">www.asia</a> clause</td>
<td>grandiose, serene, toil, contrive</td>
<td>Lessons 18–19&lt;br&gt;<em>Otto of the Silver Hand</em>&lt;br&gt;by Howard Pyle</td>
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<td>feeble, clad, scorn, elite</td>
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<td>#2 sentence opener</td>
<td>agile, impeccable, smug, indolent</td>
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<td>analyze, aghast, tragic, rash</td>
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<td>Lessons 28–31&lt;br&gt;<em>Crispin: The Cross of Lead</em>&lt;br&gt;by Avi</td>
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<td>Vocabulary Story</td>
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<td>Review all</td>
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**Adapting the Schedule and Lessons**

These medieval lessons provide several assignments for practicing each of the IEW units. Most lessons are intended to be taught in one week. However, be aware that Lessons 9 and 26 are fairly lengthy, so younger students may need to spend two weeks on these. If you have fewer than the necessary weeks in your school calendar, you may omit a lesson or two from each unit without disrupting the flow of teaching the writing skills. The following chart suggests which lessons to omit and things to be aware of if you do.

**First-Year Students (for a 24- to 25-Week Schedule)**

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<td>8</td>
<td>“Ali and the Sultan’s Saddle”</td>
<td>Teach alliteration with Lesson 9. Assign Lesson 8 vocabulary with Lesson 9.</td>
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<td>3</td>
<td>10</td>
<td>Borrowing a Conflict</td>
<td>Take Vocabulary Quiz 3 with Lesson 15. Also, remember to suggest the optional reading, <em>The King’s Shadow</em>. (It’s a must read!)</td>
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<tr>
<td>4</td>
<td>14</td>
<td>Vikings</td>
<td></td>
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<tr>
<td>6</td>
<td>21</td>
<td>King Richard and His Brother John</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Vocabulary Story</td>
<td></td>
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</tbody>
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You might also consider teaching Lessons 1 and 2 together.

**Adapting for Experienced Level B Students**

The optional advanced lessons in the *Medieval History-Based Advanced Writing Lessons Blackline Masters* (see the blue page) contain more advanced source texts. In addition, some pages suggest introducing more advanced elements of structure or style to students who are already comfortable with the basic requirements on the checklists. After they complete the regular lesson, feel free to use these extra helps to keep your veteran students progressing.
The Middle Ages is often thought of as a magnificent time of knights, kings, and castles. However, it was not a glorious time for Europe. There, the Middle Ages began with the crumbling of the Western Roman Empire in the late 400s. Different tribes of warriors stormed across Europe and seized parts of it. These barbarians had no interest in the arts or in learning, so this time is often called the Dark Ages. Knights and castles did not appear until late in the Middle Ages, around the 900s. Even then, most people were poor peasants who worked from sunup to sundown farming for the few noblemen. Life in the Middle Ages was filled with hardships, so education and the glorious Roman culture were almost forgotten.
Key Word Outline - “The Middle Ages”

I. ____________________________________________________________

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

6. ____________________________________________________________

7. ____________________________________________________________
Unit 2: Writing from Notes

Lesson 2: The Middle Ages, continued

Review

1. Play Hangman.
2. Share your oral report from Lesson 1.

Last week we focused on structure by learning to make key word outlines. This lesson will introduce you to the first element of style you will be required to use. IEW has three kinds of elements of style: dress-ups, decorations, and sentence openers. We will learn some of the dress-ups first. These are descriptive words or phrases that you can use to “dress-up” your writing.

-ly Adverbs

In this lesson we will have fun practicing the first dress-up: an -ly adverb.

An -ly adverb is simply a word that ends in an -ly. These words often tell how something happens. Can you think of any such words? If you have trouble, you can turn to the -ly adverbs section in the Student Resource Notebook. These pages give you a long list of just a few of the many -ly adverbs. Can you use some in sentences?

Playing with -ly Adverbs

Choose different -ly adverbs to plug into the sentences below, and notice how the meaning of the scene is changed. You may use the -ly adverbs in the box below, those in the SRN, or -ly adverbs you think of on your own.

1. The king walked _____________________ to his throne room. There, a young knight was waiting for him.
   “What do you want?” he asked ____________________________.
   “Her,” the knight replied ________________________________.
   “Me?” the princess gasped _______________________________.

<table>
<thead>
<tr>
<th>angrily</th>
<th>excitedly</th>
<th>humbly</th>
<th>longingly</th>
<th>smugly</th>
</tr>
</thead>
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<td>anxiously</td>
<td>fearfully</td>
<td>hysterically</td>
<td>nervously</td>
<td>stubbornly</td>
</tr>
<tr>
<td>boldly</td>
<td>happily</td>
<td>innocently</td>
<td>rudely</td>
<td>suspiciously</td>
</tr>
<tr>
<td>eagerly</td>
<td>hatefully</td>
<td>intrepidly</td>
<td>savagely</td>
<td>sweetly</td>
</tr>
<tr>
<td>evilly</td>
<td>hopefully</td>
<td>joyfully</td>
<td>sheepishly</td>
<td>woefully</td>
</tr>
</tbody>
</table>
Writing from Notes

In Lesson 1 you wrote a key word outline from a paragraph about the Middle Ages. Since you used this outline to give an oral report, you should be very familiar with the information. So in this lesson, you will learn to use the key word outline as a guide to write a paragraph. You will also practice adding the dress-up you have learned: the -ly adverb. Follow the steps below.

The Assignment

Day 1

1. Before you begin writing a paragraph, use page 19 to brainstorm ideas with your teacher for including -ly adverbs.

2. Using your key word outline of “The Middle Ages” as a guide, with your teacher’s help, begin to write a paragraph in your own words. As you write, try to include some of the ideas for -ly adverbs from your brainstorming. Also, try to include one or more vocabulary words from Lessons 1 or 2.

   Put these in bold, or write voc in the right margin across from each.

3. Go to page 20 to learn how to create a title for your work.

4. Go over the checklist on page 21. As you write your paragraph, put a ✔ in the box or blank for the requirements when you have done them. Note that you will need to underline one -ly adverb and bold or label vocabulary words. (Vocabulary words are not required, but you should try to use at least one.)

5. Look at the vocabulary words for Lesson 2: stunned, flee, desecrate, tenacious.

Days 2–4

1. Finish writing your paragraph using your key word outline, your brainstorming ideas, and the checklist to guide you. Check off each item on the checklist when you are sure it is completed. You will turn in the checklist with your paragraph.

2. Cut out the vocabulary words for Lesson 2. Learn them this week. Review the vocabulary words for Lessons 1 and 2. Try to include some in your paragraph(s).

Option for experienced students: Complete the lesson in your Student Book first. If your parent-teacher assigns it, you can do the same with the extra paragraph. See the Medieval History-Based Advanced Writing Lessons Blackline Masters.
Brainstorming Elements of Style

-ly Adverbs

List -ly adverbs that could fit in each of the blanks. Use the SRN -ly adverbs section for help.

1. __________________________________ the Middle Ages brought the end of the
   glorious Roman culture in Europe.

2. Warriors charged __________________________ across Europe and
   __________________________ seized and desecrated parts of it.

3. Serfs worked __________________________, farming for their lords.

Other ideas: ___________________________________________________________

Vocabulary Ideas

Use at least two vocabulary words from Lessons 1 and 2 in sentences that could work in one of the Middle Ages paragraphs.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Creating a Title

After you write your report, you must give it a creative title. Do not call it “The Middle Ages.” Instead, try to repeat or reflect some of the key words from your title in your last sentence. This will help tie your report together. For example, the last sentence of the source text was this:

*LIFE in the Middle Ages was filled with hardships, so education and the glorious Roman culture were almost forgotten.*

The italicized words above are the key words. Using these words or words that mean the same thing, more creative titles than “The Middle Ages” could be the following:

- “A Hard Life”
- “Forgotten Culture”
- “Faded Glory”

Can you think of other possibilities?
Lesson 2 Checklist - The Middle Ages, continued

FORMAT

☐ Name and date in upper left-hand corner _____ (5 pts)
☐ Composition double-spaced _____ (5 pts)

STRUCTURE

☐ Title repeats or reflects key words of last sentence. _____ (5 pts)

STYLE

☐ Each paragraph must contain at least one of each element of style.

Dress-Up (Underline one of each; abbreviate in right margin.) (5 pts each)
☐ -ly adverb _____ (5 pts)

MORE ADVANCED ADDITIONS

☐ vocabulary words (Label voc or bold.) _____
☐ advanced paragraph- The Middle Ages around the World _____

Total ________/20
Custom total _______/ ______
Unit 6: Summarizing Multiple References

Lesson 19: Knights, Part 1

Review

1. What is a fused outline?
2. What must a fused outline begin with?

In Lessons 19–20, you are going to again use more than one source of information to help you write a report. This time you will write a 3-paragraph report. On pages 128–132 there are three different articles about knights. You are going to choose some of the information in these articles and use it to write your report, one paragraph at a time.

The Assignment

Day 1

1. Before you begin taking notes, you must know the topics of each of your paragraphs. To choose your topics, first scan the paragraphs in each source to determine the topics covered in them. Looking at the first and last sentence of each paragraph should give you a good clue.
2. Choose only three of the topics for your report. Choose topics that are covered in two of the sources. Include the duties of knights as the first topic.
3. Write each topic at the top of its own sheet of paper formatted like page 133.
4. Take key word notes for the first topic only (duties of knights). Write the notes from all sources for this topic on your first piece of paper by reading only the paragraphs about knights’ duties.
5. Once you have notes from the sources that cover your topic, organize them into one fused outline. Use page 134. Begin with words for a topic sentence. Then choose the most interesting or important facts from your notes that you want in your paragraph, and write them in an order that makes sense.

Days 2–4

1. Polish the King and the Dragon story from Lesson 17.
2. Use the fused outline on page 134 to write ONE paragraph about knights’ duties. Use the checklist after the outline. Attach it to your paragraph.
3. Cut out and learn new vocabulary words. Continue to review and use previous words.
Source Text 1

If you will add a bibliography, pretend this an article from the 2000 edition of *Verstegen’s Encyclopedia of the Middle Ages*.

Knights

When you think of the Middle Ages, do knights come to mind? Knights were the armored, horse-mounted soldiers of the Middle Ages. There are two explanations for the origin of the term. The first says that it comes from the Anglo-Saxon word for boy: *cniht*, because the early knights were not much more than boys hired to serve a nobleman. The other explanation says the term comes from the Old English word *cnigh*, which means household retainer. This is what the English called the Norman soldiers of William the Conqueror who were in their land to squash revolts against the new king.

Knights had many duties in service to the lords they pledged to serve. They were first and foremost soldiers. They protected their lord’s land from invaders. Often they went off to battle for their lord. In exchange, they were given large amounts of land. When not in battle, they kept law and order in the land and managed the affairs of the estate. Knights also practiced a variety of combat skills like jousting, hand-to-hand combat, and archery in tournaments. Hundreds of knights would come together for such tournaments, which kept them fit and provided great entertainment for the people. Knights were loyal, well-trained, respected soldiers.
Knights followed the Code of Chivalry. At that time, *chivalry* meant “horse soldiers.” Because these soldiers all agreed to live by the same code, *chivalry* became the word used to describe the behavior and ethics of the knights. Above all else, knights were supposed to love and protect the church and its teachings, honor their lord, and fight for their country. They were also supposed to protect women and the feeble. If they fell in love with a lady, they had to do any task she gave them to do. Loyalty, courtesy, courage, and honor were the main virtues the code expected in all knights.

Knights would not be knights without their shining armor. Early armor was made of chain mail, but that only stopped simple arrows, not crossbow arrows or sword blows. So blacksmiths made metal plates to put over the chain mail. Over the years the armor improved and became more decorated. It became very expensive. One suit in Germany cost the equivalent of what a modern tank would cost us today.

The most famous knights were the knights of the Crusades. These were the knights who traveled to Jerusalem and the Middle East to recapture the Christian holy lands invaded by Muslims. These knights also hoped to gain land for themselves. The first crusade was the most successful—it recaptured Jerusalem in 1099, but not for long. For the next two hundred years, Christian knights fought Muslims for control of Jerusalem, and power changed hands many times. But in 1244, Muslims conquered and retained it for the rest of the Middle Ages.
Source Text 2

If you will add a bibliography, pretend this is a book published by ABC Publishers of New York in 2006.

The Age of Knights
by Jane Doe

“The Age of Knights” began in about A.D. 900 and lasted until the 1500s. The knight’s main duty was to serve as the most elite of the soldiers for his lord. The other soldiers were archers and foot soldiers. On the battlefield knights were like the tanks of today. They were clad in armor and rode horses that were also covered in armor. They could plow through ranks of foot soldiers. Knights were also the wealthiest soldiers. For their services they were usually paid a large amount of land. This was necessary for them to be able to raise enough money for their horses and armor, which were very expensive. A war horse could cost as much as a small airplane would cost today. Knights, therefore, were part of a wealthy, elite class of warriors.

People of the Middle Ages believed knighthood was a holy calling, so knights were bound by the Code of Chivalry. This was a set of standards that controlled their behavior. In war, a chivalrous knight was to be brave, loyal to his lord, and willing to sacrifice himself for the greater good. At home, a knight promised to defend the weak, to serve God and his king at all times, and never to boast. Toward noble ladies, he was to be gracious and gentle. But in reality, these standards were not always followed. Many knights broke rules to gain power or wealth. Some even became “robber knights” and turned to organized crime. Others plundered villages. Still, knighthood is known for the ideal of the Code of Chivalry.
Knighthood is also known for the armor knights wore. Early armor was made of chain mail—thousands of tiny metal rings woven together. But when the crossbow was invented, chain mail did not protect knights well enough. So a suit of metal plates was invented. It became so complicated that it took two men to put it on a knight. It was so cumbersome that if a knight was knocked from his horse, it was very difficult for him to fight. The main weapon of a knight was his sword. It could be twice as long as his arm and weigh as much as a bicycle. A knight’s armor was expensive, hot, and heavy!

Training for knighthood began at age seven. Boys this young were called pages. They learned to ride and care for horses, fight with a sword, wrestle, and hunt with a falcon. They also played games like chess to learn battle strategies. At around 12–15, a page could become a squire. As a squire, he served under one knight. He took care of the knight’s armor, weapons, and horses. Sometimes he even followed him into battle. He was also the only one allowed to help his master in a tournament. At as early as age 16, a squire could be knighted by a knight. Sometimes this happened on the battlefield, but usually it was a formal ceremony. The squire would kneel before the knight. The knight would then tap his shoulder with his sword and say, “I dub you knight.”

Today in many countries like England, there are still knights. But they do not ride horses and wear shining armor. Instead, knighthood is an honor bestowed on someone who does something outstanding for his country. A knight today is given the title “Sir” if he is a man. But a woman can be knighted, too. A female knight is called “Dame.” But this knighthood is very different from the knighthood of the Middle Ages.
Key Word Outlines

Take notes on your own paper, following this format. Each topic for Lessons 19–20 needs its own paper.

Topic A: Duties of knights

Source 1: “Knights” (quotation marks because it is an article)

I. _____________________________
   1. _____________________________
   2. _____________________________
   3. _____________________________
   4. _____________________________
   5. _____________________________
   6. _____________________________

Source 2: The Age of Knights by Doe (italics because it is a book)

I. _____________________________
   1. _____________________________
   2. _____________________________
   3. _____________________________
   4. _____________________________
   5. _____________________________

Source 3: “Becoming a Knight” by Verstegen

(Note: This source will be used only for a paragraph about knights’ training.)

I. _____________________________
   1. _____________________________
   2. _____________________________
   3. _____________________________
   4. _____________________________
Unit 6: Summarizing Multiple References

**Fused Outline** - Duties of Knights

I. Topic A: 

1. 

2. 

3. 

4. 

5. 

6. 

Clincher A
Lesson 19 Rough Checklist Topic A - Knights: Duties

FORMAT

☐ Modified MLA format (See Appendix 1.) (2 pts)

STRUCTURE

☐ Topic sentence with key words highlighted (5 pts)
☐ Clincher with key words highlighted (3 pts)
☐ (no title yet)

STYLE  Each paragraph must contain at least one of each element of style.

1. Dress-Ups (Underline one of each; abbreviate in right margin.) (3 pts each)
   ☐ -ly adverb (3 pts)
   ☐ who-which clause (3 pts)
   ☐ strong verb (3 pts)
   ☐ because clause (3 pts)
   ☐ quality adjective (3 pts)
   ☐ www.asia clause (3 pts)

Decoration (Use one anywhere.) ("dec" in margin or italics) (2 pts each)
   ☐ alliteration, simile, or 3ss (2 pts)

MECHANICS

☐ banned words: go/went say/said nice/mean (-1 pt)

MORE ADVANCED ADDITIONS

☐ vocabulary words (Label voc or bold.)
☐ dual adjective, verb, or -ly adverb
☐ triple extension

Total ________/30

Custom total _______/ _______