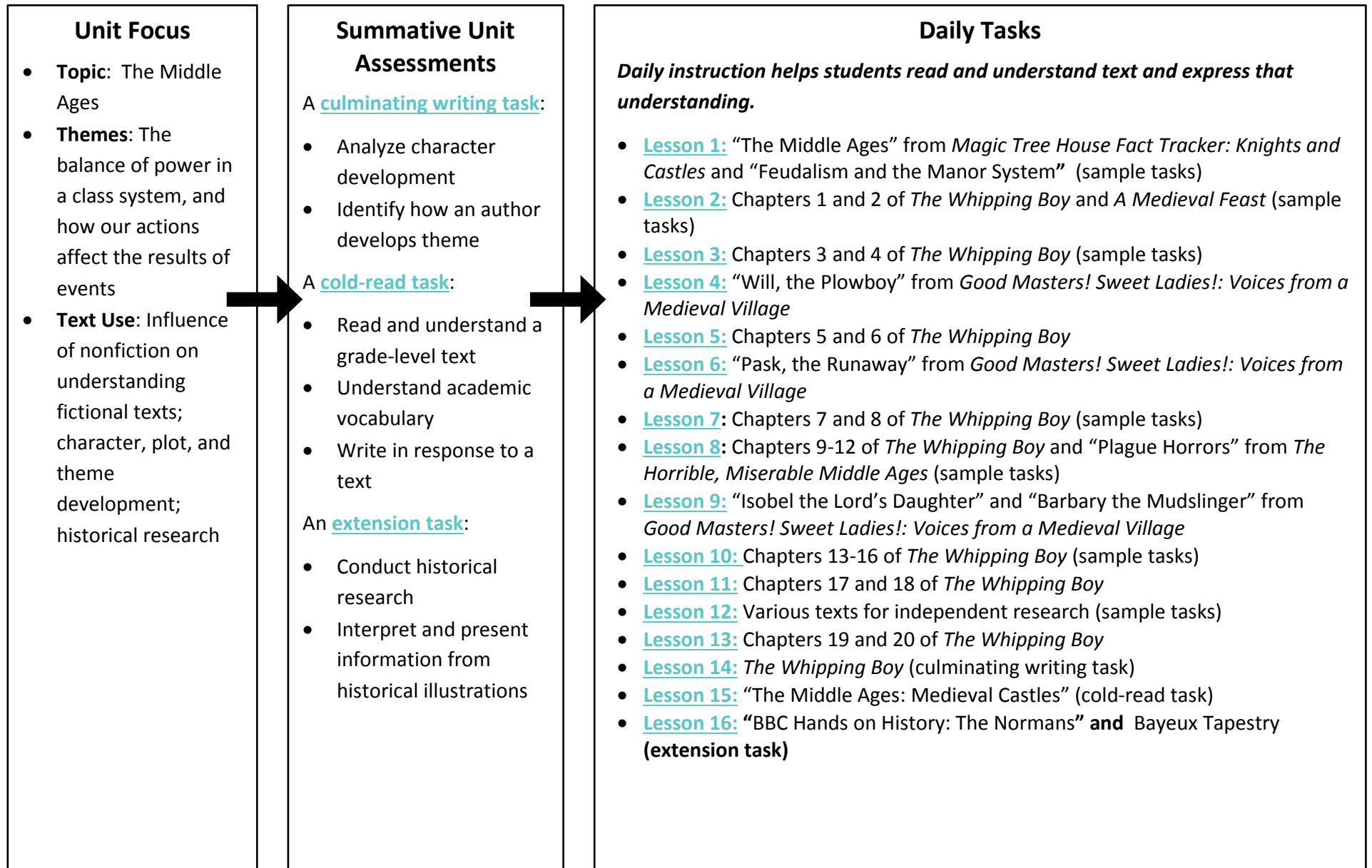# UNIT: *THE WHIPPING BOY*

ANCHOR TEXT

The Whipping Boy, Sid Fleischman

RELATED TEXTS

Literary Texts (Fiction)

- *A Medieval Feast*, Aliki
- *Good Masters! Sweet Ladies!: Voices from a Medieval Village*, Laura Amy Schlitz

Informational Texts (Nonfiction)

- "**Feudalism and the Manor System**"
- *Magic Tree House Fact Tracker: Knights and Castles*, Will Osborne and Mary Pope Osborne
- *The Horrible, Miserable Middle Ages*, Kathy Allen
- *…If You Lived in the Days of Knights*, Ann McGovern
- *The Usborne Internet-Linked Medieval World*, Jane Bingham
- "**The Middle Ages: Medieval Castles**," ReadWorks.org
- "**BBC Hands on History: The Normans**," **BBC**
- **Bayeux Tapestry**

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- **Elementary Video Adventures: Medieval Times**, **Discovery Education (Video)**
- **Usborne Quicklinks for *Medieval World*, Usborne Publishing**

UNIT FOCUS

This unit explores the history of the Middle Ages through the fictional tale of two unlikely friends, Price Brat and his whipping boy. The Middle Ages was defined by a strict class system in government and economy. The novel explores the nature of power between characters of different classes. Students learn general information about the Middle Ages, and then apply that knowledge to study how the actions and changes in characters affect the events in a text and the development of theme.

Text Use: Influence of nonfiction on understanding fictional texts; character, plot, and theme development; historical research

Reading: RL.4.1, **RL.4.2**, **RL.4.3**, **RL.4.4**, **RL.4.5**, **RL.4.6**, **RL.4.7**, **RL.4.10**, **RI.4.1**, **RI.4.2**, **RI.4.3**, **RI.4.4**, **RI.4.5**, **RI.4.7**, **RI.4.8**, **RI.4.9**, **RI.4.10**

Reading Foundational Skills: RF.4.4a-c

Writing: W.4.1.a-d, **W.4.2a-d**, **W.4.3a-e**, **W.4.4**, **W.4.5**, **W.4.6**, **W.4.7**, **W.4.8**, **W.4.9**, **W.4.10**

Speaking and Listening: SL.4.1a-d, **SL.4.2**, **SL.4.3**, **SL.4.4**, **SL.4.6**

Language: L.4.1a-g, **L.4.2a-d**, **L.4.3a-c**, **L.4.4a-c**, **L.4.5a-c**, **L.4.6**

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The Whipping Boy Unit Overview

Unit Focus	**Summative Unit Assessments**	**Daily Tasks**

Unit Focus

- **Topic**: The Middle Ages
- **Themes**: The balance of power in a class system, and how our actions affect the results of events
- **Text Use**: Influence of nonfiction on understanding fictional texts; character, plot, and theme development; historical research

Summative Unit Assessments

A **culminating writing task**:

- Analyze character development
- Identify how an author develops theme

A **cold-read task**:

- Read and understand a grade-level text
- Understand academic vocabulary
- Write in response to a text

An **extension task**:

- Conduct historical research
- Interpret and present information from historical illustrations

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- **Lesson 1:** "The Middle Ages" from *Magic Tree House Fact Tracker: Knights and Castles* and "Feudalism and the Manor System" (sample tasks)
- **Lesson 2:** Chapters 1 and 2 of *The Whipping Boy* and *A Medieval Feast* (sample tasks)
- **Lesson 3:** Chapters 3 and 4 of *The Whipping Boy* (sample tasks)
- **Lesson 4:** "Will, the Plowboy" from *Good Masters! Sweet Ladies!: Voices from a Medieval Village*
- **Lesson 5:** Chapters 5 and 6 of *The Whipping Boy*
- **Lesson 6:** "Pask, the Runaway" from *Good Masters! Sweet Ladies!: Voices from a Medieval Village*
- **Lesson 7:** Chapters 7 and 8 of *The Whipping Boy* (sample tasks)
- **Lesson 8:** Chapters 9-12 of *The Whipping Boy* and "Plague Horrors" from *The Horrible, Miserable Middle Ages* (sample tasks)
- **Lesson 9:** "Isobel the Lord's Daughter" and "Barbary the Mudslinger" from *Good Masters! Sweet Ladies!: Voices from a Medieval Village*
- **Lesson 10:** Chapters 13-16 of *The Whipping Boy* (sample tasks)
- **Lesson 11:** Chapters 17 and 18 of *The Whipping Boy*
- **Lesson 12:** Various texts for independent research (sample tasks)
- **Lesson 13:** Chapters 19 and 20 of *The Whipping Boy*
- **Lesson 14:** *The Whipping Boy* (culminating writing task)
- **Lesson 15:** "The Middle Ages: Medieval Castles" (cold-read task)
- **Lesson 16:** "BBC Hands on History: The Normans" **and** Bayeux Tapestry **(extension task)**

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[1]

While reading *The Whipping Boy* by Sid Fleischman, we looked at the changes in power between Jemmy and Prince Brat. We also looked at how the characters changed over the course of the text. What is a theme that is developed? How does the author convey that theme through the changes in Jemmy and Prince Brat and their relationship? Provide several details and examples to support your explanation. (**RL.4.1**, **RL.4.2**, **RL.4.3**, **W.4.4**, **W.4.9a**, **W.4.10**)

*Teacher's Note: The completed writing should use precise grade-appropriate words and phrases and words specific to the topic of the Middle Ages. (**L.4.3a, L.4.6**) Students should introduce a theme clearly, provide reasons for why the character changes led to that theme, and offer support from the text. (**W.4.1a-d**) Students should demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling. (**L.4.1a-g, L.4.2a-d, L.4.3b**) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (**W.4.5**) If time allows, have students publish their essays using technology. (**W.4.6**)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
Topic: The Middle Ages **Themes**: The balance of power in a class system, and how our actions affect the results of events **Text Use**: Influence of nonfiction on understanding fictional texts; character, plot, and theme development; historical research	This task assesses: - Analyzing character development - Identifying how an author develops theme	**Read and understand text:** - Lesson 2 (sample tasks included) - Lesson 3 (sample tasks included) - Lesson 5 - Lesson 7 (sample tasks included) **Express understanding of text:** - Lesson 8 (sample tasks included) - Lesson 9 - Lesson 11 - Lesson 13 - Lesson 14 (use this task)

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[1] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

Independently read "The Middle Ages: Medieval Castles" **from ReadWorks.org,** and the**n answer** a combination of multiple-choice and constructed-response questions[3] about the text and in comparison to the other texts in the unit, using evidence for all answers. Sample questions:

1. What is the main idea of this passage? (**RI.4.2**)

    a) Feudalism in the Middle Ages
    b) The importance of castles in the Middle Ages
    c) The dangers of fires to castles
    d) How to build castles in the Middle Ages

2. Which sentence from the passage best summarizes the passage? (**RI.4.2**)

    a) The castle system was interdependent between the wealthy and the poor.
    b) Life inside castles walls was difficult and crowded.
    c) Despite the risks, people lived in castle communities because of the protection offered by the nobles who built the castles and provided military support.
    d) A castle was also the center of local government.

3. Read the sentence from "Medieval Castles": "Although they were frequently attacked, castles were the safest **dwellings** of the time." What is the meaning of the word *dwellings*? What other word or phrase in the paragraph best helps you to understand the meaning of the word **dwellings**? (**RI.4.1**, **RI.4.4**, **L.4.4a**)

4. Which sentence best describes the overall structure of the passage? (**RI.4.5**)

    a) This is an informational text detailing the chronological order of building a castle.
    b) This is a comparison/contrast text detailing the difference between the wealthy and the poor people living in castles.
    c) This is an explanatory text detailing how people in the Middle Ages built castles to prevent attacks from invaders.
    d) This is a descriptive text detailing how disease spread within castle walls.

5. What reasons does the author use to support the point that castles were the safest dwellings of the time? (**RI.4.1**, **RI.4.8**, **W.4.10**)

6. Reread the last three sentences of the text: "Lords and ladies also benefited from the townsfolk who provided food and goods. The castle system was interdependent between the wealthy and the poor. They both needed each other to survive and thrive." How is this detail reflected in the events and themes of *The Whipping Boy*? (**RL.4.1**, **RL.4.2**, **RI.4.1**, **RI.4.9**, **W.4.9a-b**, **W.4.10**)

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[2] Cold-Read Assessment: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have been taught during the unit. Additional assessment guidance is available at http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments.

[3] Ensure that students have access to the complete texts as they are testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: The Middle Ages • **Themes**: The balance of power in a class system, and how our actions affect the results of events • **Text Use**: Influence of nonfiction on understanding fictional texts; character, plot, and theme development; historical research	This task focuses on: • Reading and understanding a grade-level text • Understanding academic vocabulary • Writing in response to a text	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 4 • Lesson 6 **Express understanding of text:** • Lesson 8 (sample tasks included) • Lesson 9 • Lesson 12 (sample tasks included) • Lesson 15 (use this task)

EXTENSION TASK[4]

Have students study the importance of the Battle of Hastings based on events told through the illustrations on the Bayeux Tapestry. Students will work in **jigsaw groups** to explain the historical significance of the events, and then present their findings to the class. The class will then work together to summarize the chronological events by creating a class timeline to aid in understanding the events of the Battle of Hastings. (**RI.4.3**, **RI.4.7**)

1. Split the class into groups of two to three students, assigning each group a letter A-J. Explain to the class that they will be studying the events of the Battle of Hastings in 1066. Watch the following music **video**[5] about the Battle of Hastings before completing the following steps.

2. **Assign each group a section of the Bayeux Tapestry using the links provided on page 7 of "BBC Hands on History: The Normans." Give each group a printed version of their portion of the tapestry. Distribute the corresponding "What's the Story?" cards to each group.**

3. Give the groups 15 minutes to interpret the information in their section of the tapestry and use the cards to understand what is happening in it. Ask them to discuss what they can learn from their source using the questions on their cards. (**RI.4.7**, **SL.4.1a-d**, **SL.4.2**)

4. When they have finished their discussion, ask one member of each group to stand at the front of the classroom with their section of the tapestry and report their findings. As each group speaks, display an image of their section on the whiteboard for the whole class to see. Have the students who are listening to the presentations record important information from each group using sticky notes. Encourage the students to try to put the events in order using their sticky notes while the students are presenting their information. When each group is done presenting their findings, temporarily display their work on a wall so the rest of the class may refer to it throughout the remainder of this task.

5. After each group A-J has reported their findings to the class, ask one student from each group to hold the group's portion of the tapestry up for everyone to see. Then, have the class work together to put the events leading up to the Battle of Hastings in chronological order. (**RI.4.7**) Once the students have put the events in order, ask the students holding the scenes to summarize and retell the events in chronological order.

6. Lastly, conduct a **Socratic seminar** in which the students answer the following discussion questions:

   o Some people consider the Norman invasion of England to be the beginning of the Middle Ages. Why do you think this is? Do you agree or disagree?

   o In the novel *The Whipping Boy*, Prince Horace is the heir to the throne. Based on the events retold in the Bayeux Tapestry, why would it have been important in the Middle Ages for royal families to have an heir?

   o Most historians agree that the Bayeux Tapestry was commissioned by William's brother, Bishop Odo of Bayeux. What do you think the word *commission* means based on how it is used in the sentence? Why do you think Bishop Odo would have done this?

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[4] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

[5] **http://www.youtube.com/watch?v=xfmjiZ_isso**

o The original tapestry hangs in a museum in Bayeux, France, but a replica is on display at the Reading Museum in Berkshire, England. A woman named Elizabeth Wardle commissioned a replica to be made in 1885 "so that England should have a copy of its own." Do you think England should have its own copy of the Bayeux Tapestry? Why or why not?

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
Topic: The Middle Ages **Themes**: The balance of power in a class system, and how our actions affect the results of events **Text Use**: Influence of nonfiction on understanding fictional texts; character, plot, and theme development; historical research	This task focuses on: - Conducting historical research - Interpreting and presenting information from historical illustrations	**Read and understand text:** - Lesson 1 (sample tasks included) - Lesson 2 (sample tasks included) **Express understanding of text:** - Lesson 11 - Lesson 12 (sample tasks included) - Lesson 16 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click **here**[6] to locate additional information about this interactive framework.

Whole-Class Instruction
This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading
This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

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[6] **http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources**

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE

LESSON 1:[7]
 	
"The Middle Ages" from *Magic Tree House Fact Tracker: Knights and Castles*, Will Osborne and Mary Pope Osborne
 	
"**Feudalism and the Manor System**"
	TEXT DESCRIPTION: "The Middle Ages" from *Knights and Castles* is a brief explanation of the time period known as the Middle Ages. This chapter describes how the hierarchy of power worked during the Middle Ages. The excerpt "**Feudalism and the Manor System**" **is a complex passage that takes a closer, more in-depth look at the feudal system.**
	
	TEXT FOCUS: A common theme throughout both *The Whipping Boy* and the informational texts about the Middle Ages is power and who has it. In order for students to more thoroughly understand the social climate of *The Whipping Boy,* they should understand the feudal system and how it worked.
	
	MODEL TASKS
	
	LESSON OVERVIEW: Students will determine the main idea of the texts about the feudal system and explain how it is supported by key details. Students will also summarize the passages in their reading log.
	
	READ THE TEXT:
	
	• Have students set up a reading log (titled "My Novel Study Notebook" or similar) in which they will keep vocabulary, notes, and responses to writing prompts throughout the unit. They can also create a table of contents with the following sections: "Vocabulary," "The Middle Ages," and "*The Whipping Boy*."
	
	• Have students read "The Middle Ages" from *Knights and Castles* independently or in pairs for a general understanding of the time period. Have them summarize the passage in their reading log.
	
	• Project or display "**Feudalism and the Manor System**." **Read the text aloud as students follow along.**
	
	• Have students create a vocabulary section of their reading log to organize important vocabulary from the texts in the unit.
	
	    o For these texts, focus on identifying academic vocabulary (i.e., words with multiple meanings or words that are likely to appear in multiple texts), such as *declared, ancient, collapse, stability, culture, suffered, invasions/invaders, conquering, established, promote, prosperous, issued, improved, fiercest, oversee, noble,* and *quite,* and terminology integral to unit and the time period, such as *squire, knight, feudalism, manor, vassal, serf, lord, government, economy,* and *noblewoman/nobles.*
	
	    o Display the words for the whole class using a **vocabulary display**. (**RI.4.4**)

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[7] **Note:** One lesson <u>does not</u> equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

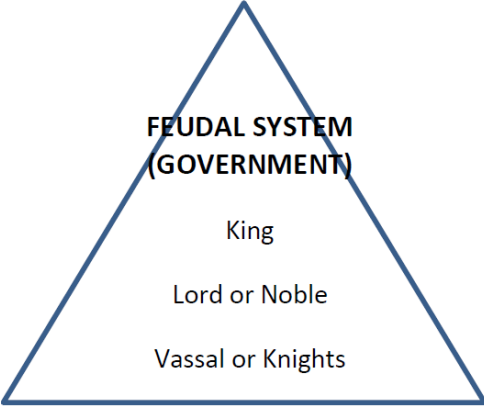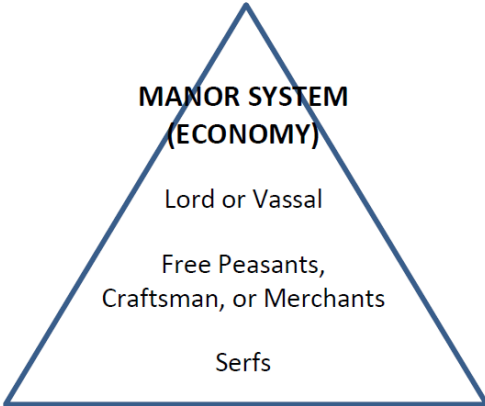| TEXT SEQUENCE	TEXT USE
	o Have students define the words in context. (**L.4.4a**)
	o Then provide students with a list of Greek and Latin affixes and roots, and have them verify the preliminary definitions of the words based on their affixes or using a dictionary. (**L.4.4b**, **L.4.4c**)
	o Reinforce understanding by having students illustrate the various relationships of the words (synonyms, antonyms, etc.) through **semantic maps**.[8] (**L.4.5c**)
	o As words are continually added throughout the unit, encourage students to use the words in discussion and writing, finding known affixes and root words in order to categorize words and determine meaning, and determining or clarifying the precise meanings using glossaries or dictionaries. (**L.4.4b**, **L.4.4c**, **L.4.6**)
	• **Note for Small-Group Reading:** For students who need additional background information about the Middle Ages following this lesson, support them during small-group reading by reading additional texts to provide background knowledge. Example texts to support students include: "**The Middle Ages: Introduction to the Middle Ages**"[9] and "**The Middle Ages: Feudalism in the Middle Ages**"[10] from ReadWorks.org.
	UNDERSTAND THE TEXT:
	• Conduct a class discussion that engages students in rereading the text and answering questions to demonstrate understanding of the structure of the text; connections between words, phrases, sentences, and paragraphs; and the various ways the author supports the various points made in the text. (**RI.4.2**, **RI.4.5**, **RI.4.8**) Ensure that students use **accountable talk**[11] throughout the discussion to pose and respond to the questions of others and refer to examples from the text. (**RI.4.1**, **SL.4.1a-d**, **SL.4.4**, **SL.4.6**, **L.4.3c**) Keep track of answers on the board and have students record information in their reading log. (**SL.4.3**) Possible questions:
	o Reread paragraphs 1-3. (**RI.4.10**) What is the purpose of the system of squires, knights, and lords? Explain the system. Draw a diagram of the *hierarchy* or *classes*. (**Teacher Note:** Define the italicized terms as needed.) (**RI.4.1**, **RI.4.3**, **RI.4.7**) How are these paragraphs organized? What words or phrases provide clues to the organizational structure?[12] (**RI.4.4**, **RI.4.5**)

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8 **http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class**
9 **https://www.readworks.org/passages/middle-ages-introduction-middle-ages**
10 **https://www.readworks.org/passages/middle-ages-feudalism-middle-ages**
11 **http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class**
12 These paragraphs are organized chronologically. Phrases that signal chronological order include "as darkness fell," "he would become," and "the next morning."

TEXT SEQUENCE	TEXT USE
	o Reread the section "The Middle Ages" (paragraphs 4-13). (**RI.4.10**) Use a <u>timeline graphic organizer</u>[13] to summarize the events. (**RI.4.2**, **SL.4.2**) For each bubble on the chart, explain why the events happened. (**RI.4.1**, **RI.4.3**) For example, after paragraph 13, explain why Charlemagne's empire fell apart. How are these paragraphs organized? What words or phrases provide clues to the organizational structure?[14] (**RI.4.4**, **RI.4.5**)
	o Reread the last three sections: "Feudalism: A Kind of Government," "The Manor System," and "Peasants and Serfs." (**RI.4.10**) What kind of *government* existed in the Middle Ages? What kind of *economy* existed? What is the difference between a *government* and an *economy*? (**RI.4.2**, **RI.4.4**) What examples or details support an understanding of each idea? (**RI.4.8**) How would you describe the Middle Ages? What did lords give vassals in exchange for their loyalty? Why did manors have to be self-sufficient? What was life like for peasants?
	o What is a main idea of each section of the text? What is an overall main idea? (**RI.4.2**) Identify an example from each section that supports the overall main idea of the text. (**RI.4.1**, **RI.4.8**) How do the maps and graphics in the text support your understanding of the main ideas? (**RI.4.7**)
	• Have students create charts in their reading logs of the feudal system and the manor system, like the ones below or something similar:
	FEUDAL SYSTEM (GOVERNMENT) King Lord or Noble Vassal or Knights **MANOR SYSTEM (ECONOMY)** Lord or Vassal Free Peasants, Craftsman, or Merchants Serfs

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[13] http://freeology.com/wp-content/files/blanktimelineblack.pdf

[14] These paragraphs are organized both chronologically and by cause and effect. The overall structure (each subsection based on the headings) is chronological. Within sections, though, the paragraphs explain why events happened in the order they did, which reveals the cause-and-effect relationship between the events. Key words and phrases for cause/effect: *however*, *because*, *since*, *even so*.

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Have students write in their reading log in response to the following prompt: Write a summary of "Feudalism and the Manor System." Explain to students that they will need to develop the topic using precise language with facts, definitions, details, and examples related to the feudal and manor systems while linking ideas and providing a concluding statement. (**RI.4.2**, **W.4.2a-e**, **W.4.4**, **W.4.9b**, **W.4.10**, **L.4.3a**, **L.4.3b**, **L.4.6**) When writing, students should also demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling. (**L.4.1e-g**, **L.4.2a-d**) Have peers review the summaries to provide feedback on the organization and grammar. (**W.4.5**) Provide students with an <u>answer frame</u>[15] as needed.
LESSON 2: Chapters 1 and 2 of *The Whipping Boy,* Sid Fleischman *A Medieval Feast,* Aliki	**TEXT DESCRIPTION:** The story begins during the king's feast. Prince Horace, known far and wide as "Prince Brat," ties the guests' wigs to the backs of their chairs, causing everyone's wigs to come off when they stand up. When the king learns his son is to blame, he is furious, but since it is illegal to punish the prince, the king calls for the whipping boy, Jemmy. Jemmy, an orphan who was taken from the streets, is determined not to let the prince see him cry when he is being whipped, which only makes the prince angry. Jemmy must attend lessons every day with Prince Brat. Since Prince Brat refuses to obey his tutor, he learns nothing, while the whipping boy can read, write, and do sums. *A Medieval Feast* by Aliki tells the story of how the lord and lady of Camdenton Manor work to prepare for the king's arrival. **TEXT FOCUS:** Students are introduced to the protagonists in the novel: Prince Brat and Jemmy, the whipping boy. We learn that Prince Brat is a spoiled and mischievous boy who likes to play pranks on his father's guests during a feast and suffers no consequences for his misdeeds since it is against the law to punish a prince. Instead, Jemmy the whipping boy is spanked in his place. Pairing Chapter 1: "In Which We Observe a Hair-Raising Event" with *A Medieval Feast* helps students to better understand the setting and atmosphere of the opening scene from *The Whipping Boy*. Students will also look for and determine the meanings of unfamiliar words and phrases while reading Chapters 1 and 2 of the novel. (**RL.4.1**, **RL.4.2**, **RL.4.3**, **RL4.4**) **MODEL TASKS** **LESSON OVERVIEW:** Students will read, discuss, and write about the first two chapters of *The Whipping Boy*. Students will continue to focus on determining the central ideas in a text by drawing from details in the text and writing a summary in their reading log. Students will also look for and determine the meanings of unfamiliar words and phrases while reading Chapters 1 and 2 of the novel.

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[15] <u>http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class</u>

TEXT SEQUENCE	TEXT USE

	READ AND UNDERSTAND THE TEXT:
	
	• Read Chapter 1 aloud to the students while they follow along with their own copy of the text. Ask students to make a note in their reading log of any unfamiliar words. (**RL.4.4**)
	
	• Ask students to reread Chapter 1 independently or in pairs and stop after the sentence, "He gave a furious shout" (end of page 1). Prompt students to write responses in their reading logs to the following questions: What has happened in the story so far? (**RL.4.2**) Describe Prince Brat. What do we know about him so far? (**RL.4.1**, **RL.4.3**) Then have students continue to reread Chapter 1 and stop after the sentence, "He was determined to never spring a tear for the prince to gloat over." Prompt students to write responses in their reading logs to the following questions: Now what has happened in the story? (**RL.4.2**) Describe Jemmy. What do we know about him so far? (**RL.4.1**, **RL.4.3**)
	
	• Ask students to share words they came across that they are unfamiliar with and continue their vocabulary notes.
	
	     o After discussing their selected words, check for understanding of the following words: *footman, clasped, scalped, forbidden*, *common*, *chamber, roused, humbled, contrite, exasperation*, and *obliged.* Display the words for the whole class using a **vocabulary display**. (**RL.4.4**) First, have students define the wo
	
	     o rds in context. (**L.4.4a**) Then have them verify the preliminary definitions using a dictionary. (**L.4.4c**)
	
	     o Reinforce the meaning of the words, by substituting words with similar but not identical meanings in the sentences and discussing whether the phrases precisely convey the intended effect and meaning. (**L.4.3a**)
	
	     o Then reinforce student understanding by having them illustrate the various relationships of the words (synonyms, antonyms, etc.) through **semantic maps**.[16] (**L.4.5c**)
	
	     o As words are continually added throughout the unit, encourage students to use the words in discussion and writing. (**L.4.6**) (**Teacher Note**: The title of Chapter 1, "In Which We Observe a Hair-Raising Event," provides an opportunity to address **L.4.5b**: *Demonstrate understanding of nuances in word meanings and explain the meaning of common idioms, adages, and proverbs.*)
	
	• Ask the students to recount what was happening in Chapter 1 when Prince Brat played his prank. (**RL.4.2**) Have them describe what they think a medieval feast looks like based on the details in the novel and their knowledge of the feudal system from Lesson 1. (**RL.4.1**, **RI.4.1**, **RI.4.9**) Have students consider the following questions: What kind of food might be served at a medieval feast? Who might a king have invited to a feast?

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[16] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	• **Note for Small-Group Reading:** Teachers may choose to engage struggling readers with additional readings of whole-class texts either before or after the texts are read as a whole class. This will provide extra time for students to process the information. This can help students be more prepared to participate in the whole-class discussion. Have students who are struggling with reading fluency (a rubric for assessing reading fluency is available **here**[17]) listen to an **audio recording**[18] of *A Medieval Feast* while following along with the printed text in advance of reading the text in class. Students can then listen to the recording a second time and read the text out loud along with the recording to practice reading with the appropriate rate and expression. (**RF.4.4b**) Additional techniques for how to address fluency can be found with the **ELA Instructional Framework**.[19] • Have students read *A Medieval Feast* in pairs or groups. Prompt students to identify the connections between *A Medieval Feast*, *The Whipping Boy*, and "Feudalism and the Manor System" (from Lesson 1). For example: Based on what you know about the manor system, who would be growing the crops that will be used in the feast? Have the students explain how they know. (**RI.4.7**, **RI.4.9**) • Ask students to reread the last page of *A Medieval Feast*: "They ate and ate until dark. It was a feast fit for a king, and there would be more tomorrow." Have students describe the meaning of "a feast fit for a king" according to the context of the text. (**RL.4.4**) Then have them discuss where else they may have heard the phrase and discuss the context in which it is used today. (**L.4.5b**) • Have the students read Chapter 2 independently, but sit next to a student of similar reading ability for support. Prompt students to record in their reading log any unfamiliar words that they come across as they read Chapter 2. Then ask students to share their list with their partner and to help each other in determining the meaning of the unfamiliar words. Have them work together to look up any words they still do not know, either in a dictionary or online. (**RL.4.4**, **SL.4.1a**, **L.4.4a-c**) Have the pairs share their list with the whole class. Select words to add to the class vocabulary display. • Finally, have students create an H-chart or Venn diagram in their reading log to compare a medieval feast with a family dinner or dinner party today.

[17] http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf
[18] http://www.watchknowlearn.org/Video.aspx?VideoID=36327&CategoryID=10501
[19] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING:
	- In Chapters 1 and 2, the author, Sid Fleischman, uses many unfamiliar words and phrases. Ask students to write a paragraph in their reading log in response to the following prompt: Identify at least one sentence in Chapters 1 and 2 that uses an unfamiliar word or phrase. Have the students write a paragraph that explains how the word is used or phrase is used in the sentence and the effect the sentence has on the story. (**RL.4.4**, **W.4.2a-e**, **W.4.9a**, **W.4.10**,**L.4.4a-c**) - In their reading log, have the students write a summary of Chapters 1 and 2 in *The Whipping Boy*. (**RL.4.2**) Explain to students that they should include at least two words in their writing they were previously unfamiliar with. (**RL.4.4**, **L.4.3a**, **L.4.6**) When writing, students should also demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling. (**L.4.1e-g**, **L.4.2a-d**) Have peers review the summaries to provide feedback on the organization and grammar. (**W.4.5**) Provide students with an **answer frame**[20] as needed or initially summarize the story using a **Somebody-Wanted-But-So graphic organizer**[21] as prewriting for their written summary.
LESSON 3: Chapters 3 and 4 of *The Whipping Boy,* Sid Fleischman	**TEXT DESCRIPTION:** In these chapters, the prince grows bored with his pranks and decides to run away. He awakens Jemmy in the middle of the night to accompany him on his journey. Chapter 4 ends with Jemmy being grabbed by two rogues or ruffians. **TEXT FOCUS:** These chapters reveal more information about our main characters, Prince Brat and Jemmy. For example, we learn that the prince is afraid of the dark and too afraid to run away on his own. We learn how truly dire Jemmy's situation is since he is forced to run away with the prince, even though he doesn't want to. This power struggle between the two characters reinforces the hierarchy of power during the Middle Ages. **MODEL TASKS** **LESSON OVERVIEW:** Students will focus on the character traits of Prince Brat and Jemmy. Students will also identify and use figurative language to describe the characters, setting, and events in the chapter. (**RL.4.3**, **L.4.5a-b**) **READ AND UNDERSTAND THE TEXT:**

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[20] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[21] http://2.bp.blogspot.com/-AYF2i3jrwg4/TqSu4jW7x3I/AAAAAAAAADY/GY9BRJk-u4o/s1600/Slide1.JPG

TEXT SEQUENCE	TEXT USE
	• Read aloud Chapter 3 as students follow along to model reading with accuracy, appropriate rate, and expression. Then strategically group readers (one more able and one less able) in a **paired reading**[22] of Chapter 4, taking turns reading alternate sentences and providing assistance to each other until the entire text has been read. The teacher should circulate throughout the classroom monitoring students' oral reading to ensure accuracy, appropriate rate, and expression are evident. A rubric for assessing reading fluency is available **here**.[23] (**RF.4.4a**, **b**, **c**; **RL.4.10**) • Provide students with a **character analysis chart**[24] and a comparison chart (see, for example, pages 8 and 9 of **comprehension graphic organizers**[25]) to glue or tape into their reading log in the "*The Whipping Boy*" section. • Ask students what they've learned about Prince Brat and Jemmy in Chapters 1 and 2. Have students record their initial thoughts on the chart. • Read aloud Chapter 3, modeling proper fluency and expression. Divide the class in half. Have half the class listen for words and phrases that describe Jemmy and half the class listen for words or phrases that describe Prince Brat. (**RL.4.1**, **RL.4.3**) Provide the class with a few examples of character traits, such as *trustworthy*, *caring*, *serious*, or *clever*. • After reading Chapter 3, ask students to share the character traits they recorded. Remind them to use the words of the author when noting specific details in the text about the character. (**RL.4.1**, **RL.4.3**) Record their findings on a class Character Traits chart and have students update their reading log with any traits they may not have originally included. • Have the students read Chapter 4 as a whole class. As the class reads this chapter, explain that students will need to look and listen for figurative language the author uses to describe characters, settings, or events (e.g., "The night moon had lit their way like a lantern" and "Like a snake striking, a ghostly hand darted through a fog and clutched his arm") (**L.4.5a-b**) Also make any additions to the Character Traits chart. • In their reading log, have students record similes from Chapters 1-4. (**RL.4.4**, **L.4.5a**) Below the similes, have students explain in at least two paragraphs the meaning of one of the similes and how the author uses figurative language (e.g., to describe characters or setting, or to make the text more interesting). (**RL.4.3**, **W.4.9a**, **W.4.10**)

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[22] http://www.readingrockets.org/strategies/paired_reading
[23] http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf
[24] http://freeology.com/wp-content/files/analyzingcharacters.pdf
[25] http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf

TEXT SEQUENCE	TEXT USE

	EXPRESS UNDERSTANDING:
	
	• Have the students write an essay in which they respond to the follow prompt: The Middle Ages is known for having a very structured system of power. We read about this in "Feudalism and the Manor System." How is this system seen in the relationship between Prince Brat and Jemmy? Support your ideas with examples from the texts we've read in this unit. (**RL.4.3**, **RI.4.9**, **W.4.1a-d**, **W.4.10**)
	
	• Use the following process with students:
	
	    o Students identify their writing task from the prompt provided.
	
	    o Students complete an evidence chart as a prewriting activity. Remind students to use any relevant notes they have compiled. An evidence chart has two columns: (1) Evidence: Detail or example, (2) Elaboration/explanation of how this evidence supports the student's opinion. (**RL.4.1**, **RI.4.1**, **W.4.1b**, **W.4.9a-b**)
	
	    o Once students have completed the evidence chart, ask them to look back at the writing prompt to remind themselves what kind of response they are writing and think about the evidence they found.
	
	    o Student pairs review each other's evidence chart and offer feedback. (**W.4.5**)
	
	    o Students develop a main idea statement.[26] This could be done independently or with a partner, a small group, or the entire class. As needed, model for students how to create a main idea statement. (**W.4.1a**)
	
	    o Students complete a first draft.
	
	    o Have the class form a single circle. Each student in the circle must have a completed written response. Ask students to pass their written response two times to the left. Have students complete #1 below with the written response. Then have students pass the responses to the left one time. Have students complete #2 below with the new response. Repeat this process until all steps are complete.
	
	        1. Read the first two sentences. Identify and underline the main idea sentence that introduces the topic. (**RI.4.2**) If there is no main idea sentence, write in the margin, "Missing main idea sentence."
	
	        2. Locate the underlined main idea sentence. Verify that the correct sentence is underlined. Read the full paragraph. Circle related information that has been grouped together. For each grouping, list at least one detail that supports the main idea sentence. (**RI.4.2**)

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[26] Resources for developing thesis statements: **http://owl.english.purdue.edu/owl/resource/545/01/** or **http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml**.

TEXT SEQUENCE	TEXT USE
	3. Read the full paragraph. Put a star next to any textual details or examples used in the response. If it supports the main idea, put a plus sign next to the example. If it does not support the main idea, put a minus sign next to the example. (**RI.4.1**, **RI.4.8**)
	4. Review the sentences and locate any prepositional phrases. Ensure that they are used correctly. Highlight any possible errors in green. If there are no prepositional phrases, suggest where one could be added. (**L.4.1e**)
	5. Ensure that the sentences are complete. Make note of any possible fragments or run-ons. Highlight any possible errors in pink. (This may require a brief mini-lesson in which the teacher models how this can be done.) (**L.4.1f**)
	6. Circle strong vocabulary words in the text, including those from the vocabulary notebook and display. If none of those words are used, make a suggestion for where they can be added. (**RI.4.4**, **L.4.3a**, **L.4.6**)
	7. Highlight any potential spelling or grammatical mistakes in yellow, including using commonly confused words incorrectly (e.g., to, too, two; there, their, they're), using incorrect capitalization, or misusing commas. (This may require a brief mini-lesson on the grade-specific expectations.) (**L.4.1a, c-g**; **L.4.2a-d**; **L.4.3b**)
	8. Return the written response to the original owner and ask the owner to review the feedback. Have students rewrite their responses, revising sentences and strengthening their examples. (**W.4.4**, **W.4.5**)
	o Have students complete a final draft of the paragraph.
LESSON 4: "Will, the Plowboy" from *Good Masters! Sweet Ladies!: Voices from a Medieval Village*, Laura Amy Schlitz	**TEXT DESCRIPTION:** "Will, the Plowboy" describes what it is like to be a peasant in the Middle Ages working the three-field system. Will describes how the hardship of walking to the distant fields eventually killed his father, leaving him responsible for his mother and sisters. **TEXT FOCUS:** This text can be used to examine the theme of how the unfair distribution of power during the Middle Ages led to most of the people leading very difficult lives. Students can also discuss how farming has changed over the years, reinforcing the theme of how the human story has changed over time. (**RL.4.1**, **RL.4.2**) Students can practice reading this monologue out loud to each other for fluency practice. (**RF.4.4b**)

TEXT SEQUENCE	TEXT USE
LESSON 5: Chapters 5 and 6 of *The Whipping Boy,* Sid Fleischman	**TEXT DESCRIPTION:** The rogues, Hold-Your-Nose-Billy and Cutwater, attempt to rob the boys but quickly learn they have no gold. Jemmy recognizes the men as two well-known murderers and tries to reason with them so they will let them go on their way. Once Billy and Cutwater realize one of the boys is a prince, they hold the two boys hostage and come up with a plan to write a letter to the king demanding a ransom. **TEXT FOCUS:** For the first time in his life, Prince Brat is powerless. Billy and Cutwater have no interest in meeting the needs of the demanding prince. Chapters 5 and 6 show a shift in the hierarchy of power. All of a sudden, it is the two outlaws who have power over both of the boys. Nowhere is this shift in power more evident in this chapter than when Billy places the golden crown on his head. Have students consider how this event illustrates a change in power between the men and the boys.
LESSON 6: "Pask, the Runaway" from *Good Masters! Sweet Ladies!: Voices from a Medieval Village*, Laura Amy Schlitz	**TEXT DESCRIPTION:** "Pask, the Runaway" tells the story of a young peasant boy who runs away. In the Middle Ages, if a serf was able to run away for a year and a day, he was granted his freedom. Pask's lord is miserly and cruel, so he takes his father's advice and runs away while he is still a young man with no wife or children to feed. Once he gets to a village, he is aided by a young girl who works in a kennel. She sneaks him food occasionally, and Pask dreams of one day buying the girl a blue ribbon for her hair. **TEXT FOCUS:** This story exemplifies the hardships of those with no power during the Middle Ages. **"Pask, the Runaway"** can read aloud while students listen. Have students work independently or in small groups to determine the central message and draw comparisons between the poem and *The Whipping Boy*. (**RL.4.1**, **RL.4.2**)
LESSON 7: Chapters 7 and 8 of *The Whipping Boy,* Sid Fleischman	**TEXT DESCRIPTION:** The two outlaws ask Prince Brat to write a letter to his father, asking him to send 55 pounds of gold coins in exchange for his freedom. When the prince admits he cannot write, he commands Jemmy to write the letter for him. This gives Jemmy an idea. He decides to try to convince the ruffians that he is in fact the prince, and that Prince Brat is nothing more than his whipping boy. Since the men cannot believe that a prince would not know how to read or write, they believe that Jemmy is, in fact, the prince. Jemmy starts to write the letter to the king while Prince Brat, not having caught on to Jemmy's plan, cries out in protest. Prince Brat has never had anybody doubt his word in his life, and he is outraged by Jemmy's behavior. Jemmy finishes the letter and signs it, "Your obedient son, Prince Horace." **TEXT FOCUS:** Continue developing vocabulary, analyzing the language and the characters, and considering a theme of the text. As these chapters are later in the anchor, it provides opportunities to analyze how each chapter builds on the information in previous chapters to help the reader understand the events and relationships. (**RL.4.2**, **RL.4.10**) **MODEL TASKS** **LESSON OVERVIEW:** Students read Chapters 7 and 8 and engage with the vocabulary. Students record each character's actions in connection with other characters and/or events, and write about the most critical action.

TEXT SEQUENCE	TEXT USE

	READ THE TEXT:
	
	• Have students read Chapters 7 and 8 independently. (**RL.4.10**) Instruct students as they are reading to select their favorite passage (paragraph(s) or page) in either chapter. During class, ask students to identify the passages they selected. Display or project the text for other students to see. Have each student read his or her passage aloud and explain why it was chosen. Ask if other students selected the same passage and discuss why they selected it. Then repeat this process with other students and passages. (**RF.4.4a-c**)
	
	• Ask students to share words they came across that they are unfamiliar with and update their vocabulary notes.
	
	    o Check for understanding of: *mangy*, *amiss*, *bellowed, airs*, *witless*, *shameful*, *monstrous*, *sullenly*, *seized*, *paltry*, and *obedient.* Display the words for the whole class using a <u>vocabulary display</u>. (**RL.4.4**)
	
	    o Have students define the words in context. (**L.4.4a**)
	
	    o Then provide students with a list of Greek and Latin affixes and roots and have them verify the preliminary definitions of the words based on their affixes or using a dictionary. (**L.4.4b**, **L.4.4c**)
	
	    o Reinforce the meaning of the words by substituting words with similar but not identical meanings in the sentences and discussing whether the phrases precisely convey the intended effect and meaning. (**L.4.3a**)
	
	    o Then reinforce student understanding by having them illustrate the various relationships of the words (synonyms, antonyms, etc.) using <u>semantic maps</u>.[27] (**L.4.5c**)
	
	    o As words are added, encourage students to use the words in discussion and writing. (**L.4.6**)
	
	UNDERSTAND THE TEXT:
	
	• Provide students with a graphic organizer with the following columns:
	
	    o (column 1) Character
	
	    o (column 2) Actions
	
	    o (column 3) Impact (i.e., how the character's actions effected the characters and/or events of the story)
	
	    o (column 4) Results (i.e., were the results positive or negative)
	
	    o (5) Lesson (i.e., possible lesson learned)

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[27] **http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class**

TEXT SEQUENCE	TEXT USE
	After students have read the chapters, have them reread them and complete the first three columns of the graphic organizer, focusing on Jemmy, Prince Brat, and the cutthroats (Bill and Cutwater). As students include various details from the text, have them explain in writing why they belong in each column. For example, students may include "Prince Brat's face turned red as a hot iron" in column 3 (Impact). Students should also write that this quote means Prince Brat is upset that Jemmy is pretending to be him. (**RL.4.1**, **RL.4.3**, **L.4.5a**)
	EXPRESS UNDERSTANDING:
	- In their reading log, have the students write a response to the following prompt: Select the character's action that had the greatest impact on the characters or events of Chapters 7 and 8. Explain why you selected that action. (**RL.4.3**) Explain to students that they should include at least two words in their writing they were previously unfamiliar with. (**RL.4.4**, **L.4.3a**, **L.4.6**) When writing, students should also demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling. (**L.4.1e-g**, **L.4.2a-d**) Have peers review the summaries to provide feedback on the organization and grammar. (**W.4.5**) Provide students with an **answer frame**[28] as needed.
LESSON 8: Chapters 9-12 of *The Whipping Boy,* Sid Fleischman "Plague Horrors" from *The Horrible, Miserable Middle Ages*, Kathy Allen	**TEXT DESCRIPTION:** Jemmy suggests that the men deliver the letter to the king by sending his whipping boy back to the castle with the letter. Cutwater becomes suspicious of Jemmy's motives and is afraid the letter might be a trap. Jemmy, trying to act like a prince, berates the men and calls them names. Cutwater becomes angry and moves to hurt Jemmy but Billy reminds him that it is illegal to harm the prince, and says that instead they should flog the whipping boy. This shocks and terrifies the real prince. Cutwater and Billy demand that Jemmy read the letter back to them backward, convinced that if he stumbles they will know that the letter is a trap. Finally, the ruffians agree to let the whipping boy deliver the letter to the castle, but Jemmy is shocked with Prince Brat refuses to deliver it. Jemmy desperately tries to salvage his escape plan by telling the men, while maintaining his haughty demeanor, that the horse can carry the note to the castle. When the men go outside to ready the horse, Jemmy hides under the straw, trying to trick the criminals. All the prince has to do is run away when the men start to hunt for Jemmy, but once again Prince Brat spoils the plan by revealing to the rogues Jemmy's hiding place as soon as they return. In "Plague Horrors" from *The Horrible, Miserable Middle Ages,* the author details the fear that people in the Middle Ages felt during the times of plague outbreaks. **TEXT FOCUS:** Reading "Plague Horrors" helps the reader to better understand the motivations of Hold-Your-Nose-Billy. These two texts can be connected by discussing how fear of the plague and other medieval horrors motivates the two ruffians to steal from the boys.

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[28]

TEXT SEQUENCE	TEXT USE

	MODEL TASKS
	
	LESSON OVERVIEW: Students describe the characters in depth, drawing on specific details in the text. Students also integrate information from the informational text *The Horrible, Miserable Middle Ages* t**o speak about the subject knowledgably. Finally, students participate in a Socratic seminar to discuss ideas in the various texts.**
	
	READ AND UNDERSTAND THE TEXT:
	
	• Have students read Chapters 9-12 independently. (**RL.4.10**) Instruct students as they are reading to select their favorite passage (paragraph(s) or page) in either chapter. During class, ask students to identify the passage they selected. Display or project the text for other students to see. Have each student read his or her passage aloud and explain why it was chosen. Ask if other students selected the same passage and discuss why they selected it. Then repeat this process with other students and passages. (**RF.4.4a-c**)
	
	• Ask students to share words they came across that they are unfamiliar with and update their vocabulary notes.
	
	    o After discussing their selected words, check for understanding of the following words: *snickered, hardly, contemplated, considerable, occurred, leery, assumed, indifference, scoffed, declare, fuming, decisive, pretense, harshly, convince, dumb, snatch, confounded, contrary, vile, angling, muddled, fathom,* and *gleeful.*
	
	    o Display the words for the whole class using a **vocabulary display**. (**RL.4.4**)
	
	    o Have students define the words in context. (**L.4.4a**)
	
	    o Then provide students with a list of Greek and Latin affixes and roots and have them verify the preliminary definitions of the words based on their affixes or using a dictionary. (**L.4.4b**, **L.4.4c**)
	
	    o Reinforce the meaning of the words by substituting words with similar but not identical meanings in the sentences and discussing whether the phrases precisely convey the intended effect and meaning. (**L.4.3a**)
	
	    o Then reinforce student understanding by having them illustrate the various relationships of the words (synonyms, antonyms, etc.) using **semantic maps.**[29] (**L.4.5c**)
	
	    o As words are added, encourage students to use the words in discussion and writing. (**L.4.6**)
	
	• Read aloud "Plague Horrors" from *The Horrible, Miserable Middle Ages*. Discuss how Billy's actions reflect the information from the informational text, particularly how he got his name, "Hold-Your-Nose-Billy." (**RL.4.3**, **RI.4.9**)

[29] **http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class**

TEXT SEQUENCE	TEXT USE
	• Have students continue to complete the graphic organizer from Lesson 7 with the following columns: (1) Character, (2) Actions, (3) Impact, (4) Results, and (5) Lesson. Have students add actions for these chapters by completing the first three columns. As students include various details from the text, have them explain in writing why they belong in each column. Continue to leave the last two columns blank. **EXPRESS UNDERSTANDING:** • Conduct a **Socratic seminar**[30] that explores the following questions: o How does Prince Brat live up to his name? (**RL.4.3**, **L.4.5b**) o How has the author made Hold-Your-Nose-Billy and Cutwater both funny and menacing at the same time? (**RL.4.3**) o Consider the actions of each character. How would the events of the novel be different if the characters hadn't acted in the way they did? (**RL.4.2**, **RL.4.3**) o Which character has the power at the point in the novel? What makes that character powerful? (**RL.4.2**, **RL.4.3**) • Prior to the seminar, have student review their writing from Lesson 3 and the information they've recorded on their graphic organizer. Divide the class into pairs and ask the pairs to review the same information and develop answers to the discussion questions, including details and examples from the texts, essay, and graphic organizer to support their answers. (**RL.4.1**, **RI.4.1**, **W.4.8**, **SL.4.1a**) • During the seminar, divide the class into two circles (inner and outer), with one partner on the inner circle and one partner on the outer circle. (**SL.4.1b, c, d**; **SL.4.4**; **SL.4.6**; **L.4.3c**) Then have the inner circle discuss the questions for five minutes. As the inner circle discusses, prompt each partner in the outer circle to write down the points their partner makes and list the supporting evidence. (**SL.4.3**) Students can record their comments using a backchannel platform like Today's Meet. (**W.4.6**) Following the first discussion, allow the pairs to discuss their performance and offer suggestions for improvement. Then swap circles. Have the second group of students discuss for five minutes using the same process.

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[30] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
LESSON 9: "Isobel the Lord's Daughter" and "Barbary the Mudslinger"[31] from *Good Masters! Sweet Ladies!: Voices from a Medieval Village*, Laura Amy Schlitz	**TEXT DESCRIPTION:** "Isobel the Lord's Daughter" is a poem about a nobleman's daughter who gets attacked with mud while walking through the village market. She thinks her father will be upset with her since her fine dress is ruined. She is confused about why the boys would throw mud at her since she hasn't done anything wrong. In "Barbary the Mudslinger," we learn that it was in fact a peasant girl, Barbary, who threw the mud at Isobel out of jealousy and frustration. She instantly regrets her action and feels guilty. **TEXT FOCUS:** The focus should be on the structural elements of the poems when speaking about the text, as well as the differences between the poems. (**RL.4.5**) Students can consider how the relationship between Isobel and Barbary reflects the class structure of the Middle Ages discussed in Lesson 1 and throughout *The Whipping Boy*. (**RL.4.2**, **RL.4.3**, **RI.4.9**) Students can use the poems to compare and contrast the point of view from which different stories are narrated and the point of view of *The Whipping Boy*. If readers knew the internal thoughts of Prince Brat, how would it change their understanding of *The Whipping Boy*? (**RL.4.6**)
LESSON 10: Chapters 13-16 of *The Whipping Boy,* Sid Fleischman	**TEXT DESCRIPTION:** Without a second thought, Jemmy jumps out of his hiding space and dashes into the forest. Jemmy manages to lose the cutthroats by hiding in a hollowed-out tree. After a few minutes Prince Brat appears, red in the face from running. The boys come across a girl who is searching for her pet bear. Jemmy continues to try to convince the prince to return to the castle without him, but Prince Brat refuses. Soon they see a cart belonging to a hot potato man that is stuck in the mud, and Jemmy helps the man out. Jemmy asks for a ride into town, and surprises himself and Prince Brat when he stops the hot potato man and asks him to pick up his "friend." It is not long before Cutwater and Hold-Your-Nose-Billy catch up. Prince Brat tells the rogues that Jemmy swam the river. The lie doesn't last long. Knowing that they cannot whip the boy who they think is the prince, they pick Prince Brat to punish. Even though Jemmy has dreamed of seeing the prince beaten and bawling, he takes no pleasure in the sight now. Chapter 16 ends when the girl from the woods returns with her bear and scares the ruffians away. **TEXT FOCUS:** These chapters present a change in the relationship between Prince Brat and Jemmy. Instead of Prince Brat having power over Jemmy, the two start to balance out. Prince Brat realizes that he needs Jemmy to survive, and Jemmy depends on Prince Brat to hide him from Billy and Cutwater. These chapters support the theme of power and position in the Middle Ages because it is revealed that once the prince's power and position mean nothing, he is just another scared boy who needs a friend. Chapters 15 and 16 provide an opportunity to practice writing about the theme in preparation for the Culminating Writing Task. (**RL.4.2**)

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[31] Teachers may choose to omit the last two stanzas of the poem (page 49) due to sensitive content.

TEXT SEQUENCE	TEXT USE

	MODEL TASKS
	
	LESSON OVERVIEW: Students read and share their favorite passages from the chapters. They continue to study the vocabulary. Then they engage in a Socratic seminar to discuss the underlying themes in Chapters 15 and 16 of *The Whipping Boy*. The lesson concludes with students reviewing and reflecting on the ideas expressed during the Socratic seminar and providing a written response that connects to the unit focus.
	
	READ THE TEXT:
	
	• Have students read Chapters 13 and 15 independently. (**RL.4.10**) Instruct students as they are reading to select their favorite passage (paragraph(s) or page) in the chapters. During class, ask students to identify the passage they selected. Display or project the text for other students to see. Have each student read his or her passage aloud and explain why it was chosen. Ask if other students selected the same passage and discuss why they selected it. Then repeat this process with other students and passages. (**RF.4.4a-c**)
	
	• Ask students to share words they came across that they are unfamiliar with and update their vocabulary notes.
	
	    o After discussing their selected words, check for understanding of the following words: *startled*, *merest*, *vanished, practically, unfaithful, glaring, bristled, pondered, dismissed, faintest*, *resentment*, and *lurched.* Display the words for the whole class using a **vocabulary display**. (**RL.4.4**)
	
	    o Have students define the words in context. (**L.4.4a**)
	
	    o Then provide students with a list of Greek and Latin affixes and roots and have them verify the preliminary definitions of the words based on their affixes or using a dictionary. (**L.4.4b**, **L.4.4c**)
	
	    o Reinforce the meaning of the words by substituting words with similar but not identical meanings in the sentences and discussing whether the phrases precisely convey the intended effect and meaning. (**L.4.3a**)
	
	    o Then reinforce student understanding by having them illustrate the various relationships of the words (synonyms, antonyms, etc.) using **semantic maps**.[32] (**L.4.5c**)
	
	    o As words are encourage students to use the words in discussion and writing. (**L.4.6**)
	
	• Read Chapter 15 aloud, selecting different students to read different sections. Stop after the sentence, "Straightened out, it would hold rats" (bottom of page 51). Prompt students to write in their reading logs responses to the following questions:

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[32] **http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class**

TEXT SEQUENCE	TEXT USE

	o What is happening so far in this chapter?
	
	     o What do we know about Jemmy and Prince Brat and how each of them behaves?
	
	     o How are their actions similar to or different from their actions throughout the rest of the novel so far?
	
	     o How are their actions important to the meaning of the story?
	
	     o Who has the power right now? How do you know? (**RL.4.1**, **RL.4.2**, **RL.4.3**)
	
	• Continue reading until you get to the sentence, "We left me friend behind." Pose the same questions to the students again. Finish reading Chapter 15 aloud.
	
	• Ask the students to read Chapter 16 either independently or with a partner. (**RL.4.10**)
	
	UNDERSTAND THE TEXT:
	
	• Conduct a **Socratic seminar**[33] based on the following questions:
	
	     o Jemmy and Prince Brat exchange roles to fool Cutwater and Billy. Who wants to be more like whom?
	
	     o In Chapter 15, Jemmy has an opportunity to be rid of the prince, yet he asks the hot potato man to pick up his "friend." Why does Jemmy do this? What would have happened if he didn't pick up Prince Brat?
	
	     o How do Jemmy's actions in Chapter 15 contradict how he's acted in the past? What do this reveal about Jemmy? What does it reveal about his relationship with Prince Brat? How does this show a power change?
	
	     o At the beginning of Chapter 16, the boys have been captured by the cutthroats again, yet the prince does not give away Jemmy's hiding place. Why is this important? How have things changed? Consider what happened in Chapter 12.
	
	     o Why wasn't Prince Brat screaming when he was whipped? Why was Jemmy upset?
	
	• During the seminar, divide the class into two circles (inner and outer) and define norms. (**SL.4.1b**) Then have the inner circle discuss the questions for a certain time limit. Ensure that students provide examples from the text to support their ideas. Allow them to use their notes from the reading log during the discussion. (**RL.4.1**; **W.4.8**; **SL.4.1c**, **d**; **SL.4.4**; **SL.4.6**; **L.4.3c**) As the inner circle (speakers) discusses, ask each person in the outer circle to write down the questions asked and answers provided of one person in the inner circle. (**SL.4.3**) Then swap positions of the circles.

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[33] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	• Have students continue to complete the graphic organizer from Lesson 7 with the following columns: (1) Character, (2) Actions, (3) Impact, (4) Results, and (5) Lesson. Have students add actions for these chapters by completing the first three columns. As students include various details from the text, have them explain in writing why they belong in each column. Then ask students to review their charts and complete the last two columns for each row. Prompt students to notice how the negative results led them to identify behaviors they shouldn't display (e.g., Prince Brat was selfish and stubborn. As a result, they were not able to get away from the two ruffians. The lesson learned is that being selfish will only get you in trouble.) and the positive results led them to identify behaviors they should display (e.g., Jemmy decided to stop and pick up the prince. As a result, the prince does not reveal Jemmy's hiding place and treats him as a friend. The lesson learned is to treat others how you would want to be treated).
	EXPRESS UNDERSTANDING:
	• Conclude the lesson by having students review and reflect on the ideas expressed during the Socratic seminar, and then provide a written response for the following question in their reading log: How has the balance of power between Jemmy and Prince Brat shifted from the beginning of the story until now? Provide evidence from the text to support your response. Students develop the topic with facts, definitions, and examples, linking words and phrases to connect ideas, and using relevant evidence from their notes and the class discussion. (**RL.4.1**, **RL.4.2**, **RL.4.3**, **W.4.1a-d**, **W.4.4**, **W.4.9a**, **W.4.10**) Provide students with an **answer frame**[34] as needed. Have students share their written response with a partner to provide feedback on the content, organization, and use of evidence. (**W.4.5**)
	• Have students work in pairs to select a key passage from *The Whipping Boy* and rewrite and publish the passage, narrating it from Prince Brat's point of view. (**RL.4.6**, **W.4.3a-e**, **W.4.4**, **W.4.6**, **W.4.10**) Ensure students capture the essence of Prince Brat's character and use dialogue from the original text as well as their own. (**RL.4.3**, **W.4.9a**) Prompt them to consider whether they want to make Prince Brat a more or less likeable character.
	• Provide students with a **Somebody-Wanted-But-So chart**[35] for prewriting. Then use a writing process similar to the one used in Lesson 3. Ensure students use proper grammar, precise language and punctuation for effect, and words from the vocabulary display. (**L.4.1a-g**, **L.4.2a-d**, **L.4.3a-b**, **L.4.6**)
	• Once students are done writing, have them present their narrative to the class. (**SL.4.4**, **SL.4.6**, **L.4.3c**) Then conduct a brief class discussion about how the different points of view change the way characters are perceived by the reader. (**RL.4.3**, **RL.4.6**)

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[34] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[35] http://2.bp.blogspot.com/-AYF2i3jrwg4/TqSu4jW7x3I/AAAAAAAAADY/GY9BRJk-u4o/s1600/Slide1.JPG

TEXT SEQUENCE	TEXT USE
LESSON 11: Chapters 17 and 18 of *The Whipping Boy,* Sid Fleischman	**TEXT DESCRIPTION:** Petunia successfully scares Billy and Cutwater away from the boys and back into the woods. Jemmy realizes the prince has changed. The three decide to stick together on the rest of the journey to the market and only get stopped for a moment by guards at the city gates. When the boys go to the market to buy some milk, the woman with the cow talks about the missing prince. She mentions that she doesn't think the king will even miss "Prince Brat." This is the first time the prince has heard anyone refer to him as this, and he asks Jemmy if this is what people think of him. Jemmy reluctantly looks down and nods in agreement. When the boys return to the others, a gypsy walks by, proclaiming the news that the whipping boy is the one who took the prince and will surely hang for his crime. Fearing for his life, Jemmy grabs the bird cage and vanishes.
	TEXT FOCUS: After Prince Brat takes the beating from the rogues and doesn't make a sound, Jemmy looks at the prince in a new way. The two boys continue on their way as equals, no longer as whipping boy and master. These two chapters are where we see the greatest impact on Prince Brat. Now literally out of the woods, he has to interact with the peasants and serfs of his kingdom. The prince experiences a lot of firsts: he carries water, he shakes hands, and he eats common food. These are experiences he has never been allowed to have living in the castle. Jemmy also realizes something about himself—he doesn't want to live an ignorant life anymore. He doesn't want to give up reading books or learning sums to return to life as a rat catcher. Students should continue to update the graphic organizer from Lesson 7. (**RL.4.2**, **RL.4.3**)
LESSON 12: *The Usborne Internet-Linked Medieval World*, Jane Bingham *…If You Lived in the Days of Knights*, Ann McGovern *The Horrible, Miserable Middle Ages*, Kathy Allen *Magic Tree House Fact Tracker: Knights and Castles*, Will Osborne and Mary Pope Osborne **Elementary Video Adventures: Medieval Times**, Discovery Education	**TEXT DESCRIPTION:** *The Usborne Internet-Linked Medieval World* **is a comprehensive guide to all of the best websites for researching the Middle Ages.** *…If You Lived in the Days of Knights*; *The Horrible, Miserable Middle Ages*; **and** *Magic Tree House Fact Tracker: Knights and Castles* **are informational texts about the Middle Ages that students can use to answer research questions.** **TEXT FOCUS:** Students can use the Internet-linked book to complete research projects that build knowledge through investigation of different aspects of a topic. (**RI.4.7**,**W.4.7**, **W.4.8**) **MODEL TASKS** **LESSON OVERVIEW:** Students will work independently or in groups to complete a short research project that builds knowledge about the Middle Ages through investigations of a student-chosen aspect of the time, for example, castles, the plague, medieval food, or the Crusades. **READ AND UNDERSTAND THE TEXT:** • As a class, brainstorm a list of possible topics pertaining to the Middle Ages. Explain that the topics can either be something the class has briefly discussed or something they want to know more about. Explain that each person or small group must research a different topic. • Call on students to select their topic, marking off the list as you go.

TEXT SEQUENCE	TEXT USE

[Usborne Quicklinks for *Medieval World*](#), **Usborne Publishing**	• After each student or group has been assigned a topic, have them write at least four or five questions they would like to answer about their topic. Circulate around the room to help students come up with questions that are relevant and answerable through research.
	
	• Once the students have come up with a list of questions, help them to narrow it down to three focus questions. Have students use this [graphic organizer](#)[36] or something similar to record their research. Stock the classroom with informational texts about the Middle Ages for students to use throughout this project, or use the school library. Allow students multiple class periods to complete research using informational texts and the Internet.
	
	EXPRESS UNDERSTANDING:
	
	• As students compose their reports, use the following process:
	
	    o Students identify their writing task from the prompt provided.
	
	    o Students complete an evidence chart as a prewriting activity. Remind students to use any relevant notes they have compiled. An evidence chart has two columns: (1) Evidence: Detail or example, (2) Elaboration/explanation of how this evidence supports the student's opinion. (**RL.4.1**, **RI.4.1**, **W.4.2b**, **W.4.9a-b**)
	
	    o Once students have completed the evidence chart, ask them to look back at the writing prompt to remind themselves what kind of response they are writing and think about the evidence they found.
	
	    o Student pairs review each other's evidence chart and offer feedback. (**W.4.5**)
	
	    o Students develop a topic sentence.[37] This could be done independently or with a partner, a small group, or the entire class. As needed, model for students how to create a topic sentence. (**W.4.2a**)
	
	    o Students complete a first draft. Remind them that they need to introduce the topic clearly and group related information in paragraphs and sections. (**W.4.2a**) They should develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (**W.4.2b**) Model how to link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). (**W.4.2c**) Students should use precise language and domain-specific vocabulary to inform about or explain the topic, and they should provide a concluding statement or paragraph related to the information presented. (**W.4.2d**, **L.4.1f**, **L.4.3a**, **L.4.6**)

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[36] http://www.thecurriculumcorner.com/wp-content/pdf/nonfiction/qanda.pdf

[37] Resources for developing thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml.

TEXT SEQUENCE	TEXT USE
	○ Engage students in peer editing, similar to Lesson 3. ○ After students have completed their research, have them use technology to produce and publish their reports. Students should demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. (**W.4.6**) • Have students present their reports to the class. (**SL.4.4**, **SL.4.5**, **SL.4.6**, **L.4.3c**) During the presentations, ask the audience to take notes to gather information about the Middle Ages and develop an understanding of the time period. (**RI.4.9**, **SL.4.2**, **SL.4.3**)
LESSON 13: Chapters 19 and 20 of *The Whipping Boy,* Sid Fleischman	**TEXT DESCRIPTION:** Jemmy and the prince end up in the sewers. Billy and Cutwater overhear the boys talking and realize they whipped the real prince. The cutthroats are almost devoured by rats and run screaming from the sewers. The boys are finally free of Hold-Your-Nose-Billy and Cutwater. When the boys finally return to the castle, the king not only allows Jemmy to stay at the castle, but informs Jemmy that he is now under the prince's protection. The king explains that the only condition is that Prince Horace must behave himself. Jemmy thinks to himself that he must want a friend pretty badly if he is willing to agree to that, which is fine with Jemmy, since he feels the same way. **TEXT FOCUS:** As the novel ends, have students make connections between the text of the story and a visual representation of the text by watching clips from the movie *The Whipping Boy*.[38] (**RL.4.7**) Student should consider what is similar to how they envisioned it and what is different. How does the movie enhance the book? How does the movie take away from the book?
LESSON 14: *The Whipping Boy,* Sid Fleischman	**TEXT FOCUS:** After students have developed a greater understanding about how power and social position played a role in relationships in the Middle Ages, they should explain how the characters develop over the course of a text related to the power struggle between them. They should also identify the way author conveys a central message. **MODEL TASK** **SAMPLE SUMMATIVE TASK: Culminating Writing Task**
LESSON 15: "**The Middle Ages: Medieval Castles**," ReadWorks.org	**TEXT DESCRIPTION:** This is an informative passage about castles in the Middle Ages from Readworks.org. This text is of sufficient complexity for grade 4 and can be used as a Cold-Read Assessment. **MODEL TASK** **SAMPLE SUMMATIVE TASK: Cold-Read Task**

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[38] **http://www.popcornflix.com/Prince-Brat-and-the-Whipping-Boy/ee0d89ce-d439-4d6e-80ea-2c71a8d6892d**

TEXT SEQUENCE	TEXT USE
LESSON 16: "**BBC Hands on History: The Normans**," **BBC** **The Bayeux Tapestry**	<u>**TEXT DESCRIPTION:**</u> These are both websites dedicated to the Battle of Hastings and the Bayeux Tapestry. Students will use resources found on these websites to complete the extension task. **MODEL TASK** **SAMPLE SUMMATIVE TASK: Extension Task**