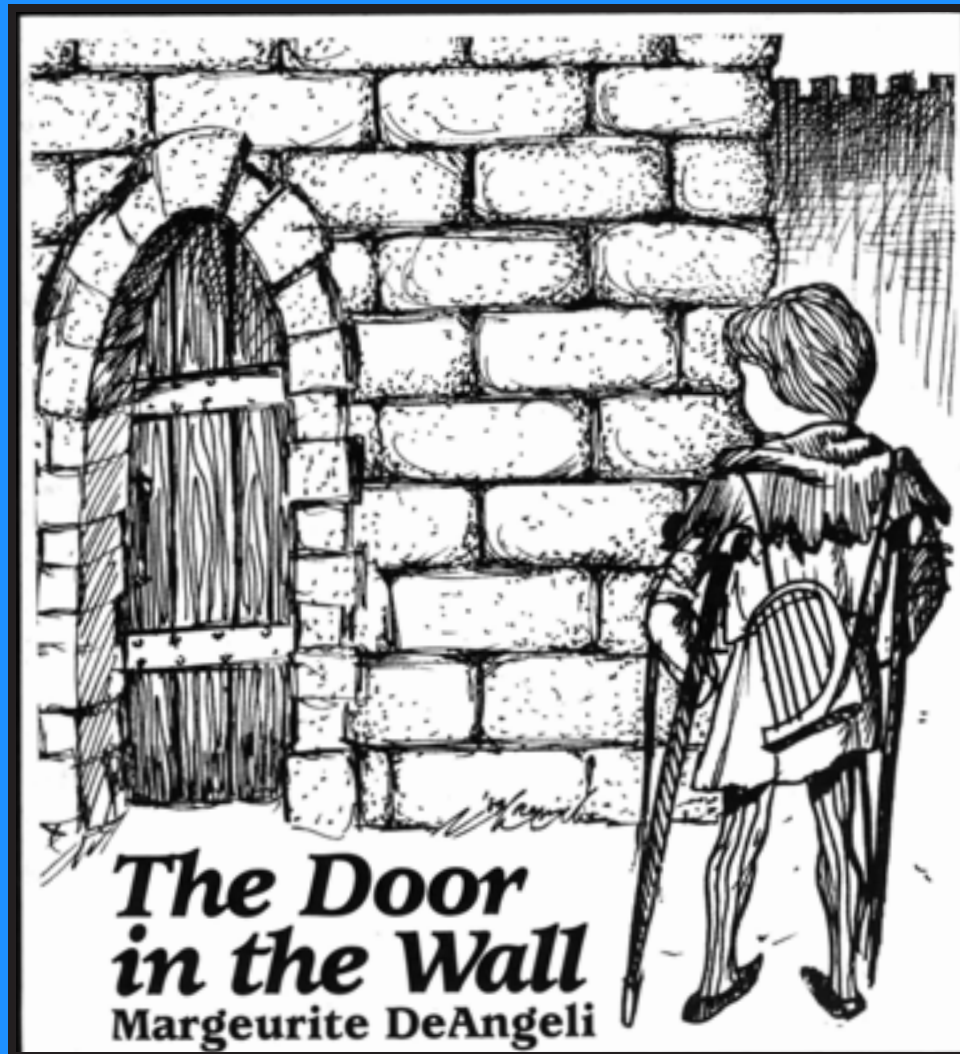


# Novel•Ties



## A Study Guide

Written By Linda Stewart and Paul Champanier

Edited by Joyce Friedland and Rikki Kessler

### LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

## TABLE OF CONTENTS

Synopsis . . . . .	1
Background Information . . . . .	2 - 4
Glossary . . . . .	5 - 6
Pre-Reading Activities . . . . .	7
Pages 7 - 17 . . . . .	8 - 9
Pages 18 - 25 . . . . .	10 - 11
Pages 26 - 41 . . . . .	12 - 13
Pages 42 - 52 . . . . .	14 - 15
Pages 53 - 74 . . . . .	16 - 18
Pages 76 - 85 . . . . .	19 - 20
Pages 86 - 103 . . . . .	21
Pages 104 - 121 . . . . .	22 - 23
Cloze Activity . . . . .	24
Post-Reading Activities . . . . .	25
Suggestions For Further Reading . . . . .	26
Answer Key . . . . .	27 - 29
Notes . . . . .	30

*Novel-Ties® are printed on recycled paper.*

---

*The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.*

## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the novel *The Door in the Wall*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

## **Feudalism**

Medieval society was based on the granting of land in exchange for personal or military loyalty. In each European country, the king ruled absolutely and by “Divine Right.” He owned all the land and divided it among a powerful nobility in exchange for their oaths of loyalty. Each portion of land was a “fief” or “fiefdom.”

The lords who made up the nobility divided their fiefs into smaller portions, giving each one to a lesser noble, such as a baron or a knight. Each country had its own hierarchy of nobles, each controlling smaller portions of land.

The land itself was divided into manors, or estates, each containing enough farmland to support a community. Each manor contained a village and probably a mill. Some manors contained castles. The peasants who lived on the manor worked the land, swearing loyalty to the lord and paying taxes and rent to him.

This system, called “feudalism,” set up a pyramid-shaped power structure, with millions of peasants supporting a small number of nobles who, in turn, were loyal to a few kings.

## **Knighthood**

A boy of noble family underwent years of training to become a knight. At about age fourteen, he was apprenticed to a knight as a page, serving him and learning the knight’s code of conduct and the rules of chivalry. If he showed promise, he would become a squire. He would then learn how to handle weapons in battle and the skills of horsemanship. A knight’s life centered around fighting: even his entertainment consisted of mock battles such as jousts and tournaments.

## **Towns**

Small settlements at crossroads, at markets, or near churches or monasteries grew into towns with the increase in professionals, artisans, and merchants. These citizens could use their wealth to buy the right to self-government from the nobles or king. They could build walls to protect themselves from attacking armies.

As towns prospered and grew, a new kind of social system developed in the towns. It was based on ownership of wealth rather than on land and loyalty. Merchants, bankers, and skilled craftsmen gained power while the poor found life hard. Craft guilds developed that controlled the quality of goods and the training of apprentices.

## GLOSSARY OF MEDIEVAL TERMS

abbey	monastery headed by an abbot
abbot	head of a monastery
almonry	church building set aside for dispensing aid to the poor
bailey	courtyard within the walls of a castle
belfry	part of a tower in which a bell is hung
cassock	loose long coat or gown that reaches to the feet, worn by choristers under a cotta
chantry	chapel or part of a church that is used for the singing of the mass
cloister	covered passageway with one side open that usually is adjacent to a court
coif	cap worn by women covering the sides of the head like a small hood
corbels	short horizontal timbers supporting a girder
cotta	short white vestment worn by choristers
devotions	private worship or prayer
drawbridge	bridge that can be raised or lowered to allow or prevent passage
friar	male member of a religious order that mixes monastic life with outside religious activity
faggots	bundles of sticks
hosen	close-fitting garment, like tights, that covers the body from the feet to the waist
hospice	house of shelter or rest kept by a religious order for pilgrims or travelers
jerkin	close-fitting jacket or short coat, usually sleeveless
joust	combat with lances between two knights on horseback as part of a tournament
keep	most secure part of a castle
mail	flexible armor made of interlinked rings
moat	deep trench, usually filled with water, surrounding a castle
monastery	building that houses a religious order of monks
monk	male member of a religious order who lives in a monastery