



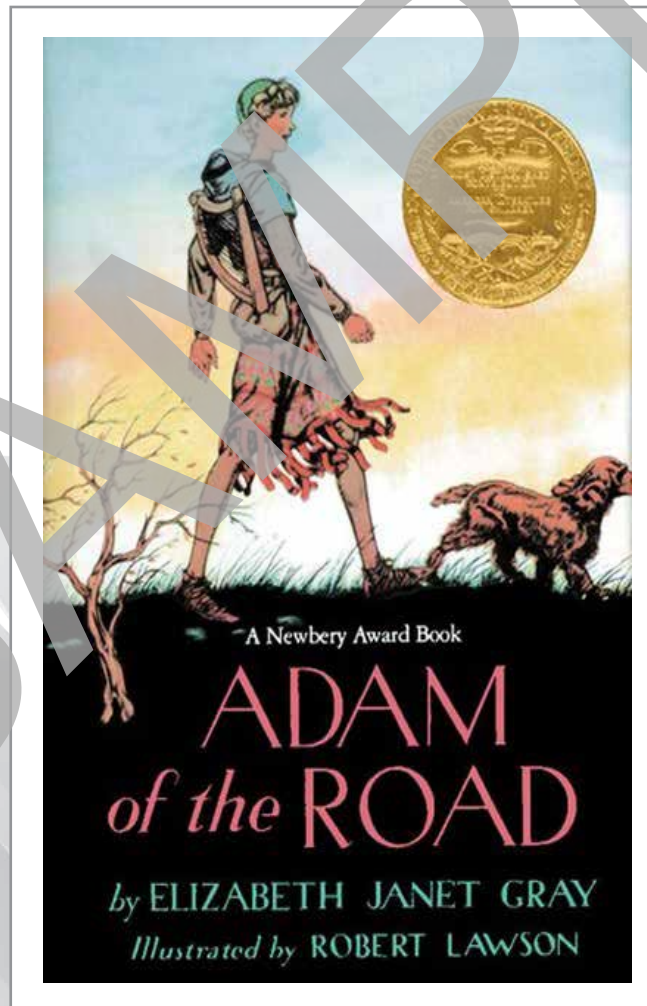
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Adam of the Road

Elizabeth Janet Gray



READ, WRITE, THINK, DISCUSS AND CONNECT

Adam of the Road

Elizabeth Janet Gray

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50203-558-5

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
About the Author	3
Characters	3
Background Information	4
Initiating Activities.....	5
Vocabulary Activities.....	5
Six Sections	13
Each section contains: Summary, Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	25
Post-reading Extension Activities.....	26
Assessment.....	27
Scoring Rubric.....	28

Skills and Strategies

Thinking

Research, compare/contrast, analysis, creative thinking, critical thinking, evaluation, brainstorming, predicting, pros/cons, decision making

Writing

Poetry, letters, songs, Latin/English translations, character sketch

Listening/Speaking

Performance, drama, debate, listening, oral presentation, discussion

Vocabulary

Synonym/antonym, definitions, parts of speech, context clues, glossary

Comprehension

Cause/effect, story mapping

Literary Elements

Foreshadowing, conflict, figurative language, point of view, setting, theme, characterization

Across the Curriculum

History—crests, Middle Ages, feudalism, patronage, England, politics, education, religion, stories, “old wives’ tales”; Art—design, collage, painting, sculpting, caricature; Geography—map reading, map making, England; Music—song writing, harp lessons; Foreign Language—Latin

John and Jill Ferryman: young couple who help Adam when he first loses his father after swimming the river after Jankin and Nick

Daun William of Dover: merchant on his way to St. Giles' Fair; travels with Adam and is robbed by a knight

Sir Adam Gurdon: bailiff whom Adam finds to rescue Daun William

Sir Robert de Rideware: the robber knight who attacks Daun William's party

Master Walter: vicar of the parish in Winchester; keeps Adam after he falls on his head

Dame Prudence: Master Walter's sister; takes Adam's minstrel's coat and replaces it with a new one; cares for Adam while he is in Winchester

Jack de Vesey: husband and father of a family of struggling minstrels; poor but kind

Alison de Vesey: Jack's wife

Lawrence de Vesey: one of Jack's sons; steals food for the family to eat, forcing them to escape an arrest

Andrew de Vesey: unusually tall son of Jack; often borrows Adam's harp and ends up with it after the hue and cry

Wat: Perkin's father; a plowman

Gunnilda: Perkin's mother; makes Adam a new minstrel's coat and hat

Robin: Perkin's older brother; favors oxen over horses

Dickon: Perkin's younger brother; too young to help with the harvest

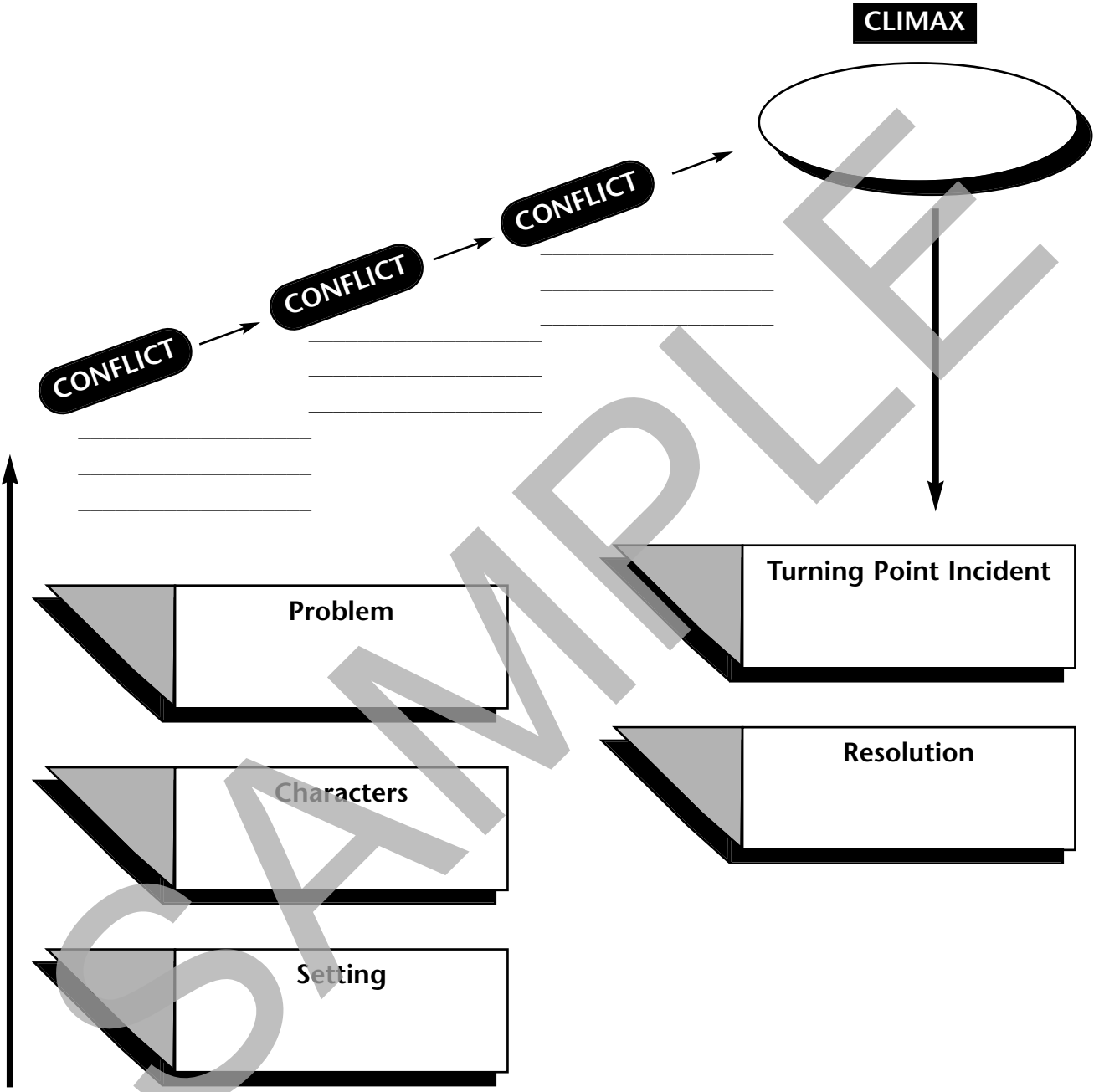
Background Information

Adam of the Road is set in what is known as the High Middle Ages of thirteenth-century England during the reign of King Edward I, also known as "Longshanks" because of his tall frame. During his reign, King Edward I conquered Wales and exercised great power over Scotland until his death. King Edward was greatly grieved by the death of his wife, Eleanor of Castile, in 1290, and had Eleanor crosses erected in each place that her funeral procession stopped for the night. These crosses are referenced in the novel. In 1295, King Edward called a Model Parliament, which was the first of its kind because it allowed representation not only from members of the aristocracy and the clergy, but also from counties and boroughs. He hoped to gain wider support to raise taxes to fund his wars, but the parliament never approved the proposed legislation.

Distinct classes and social hierarchies were crucial to the feudal society of the time. The aristocracy ruled over peasants, and marriage between social classes was very unusual. The feudal society began largely because of the need for protection from robbers and other criminals who roamed the land. Commoners sold their homes and freedom to lords in exchange for protection. Lords were warriors, and they highly valued the protection of their estates and families and lived primarily in castles and fortresses. Their estates were not only made up of serfs who worked the land, but also of clergy, bards, minstrels, and other servants. Chivalry to ladies was also highly valued in this era.

The minstrels of the thirteenth century were the paid entertainers—they could sing, dance, perform acrobatics or magic, juggle, and play many instruments. Some minstrels had patron lords, but not all. Minstrels with the benefit of a patron had more protection and more financial security than those without a patron lord. Those with patrons were able to benefit from the protection of their lord's estate, but did not live there the entire year. When their services were

Story Map



Chapters 10–13, pp. 123–173

Adam awakens at the inn to find that Jankin has stolen Nick. Roger and Adam leave quickly to follow Jankin to Guildford. At Guildford, Adam spies Jankin and Nick in an alley and begins to chase them. After swimming across a river, Adam is exhausted and falls into a deep sleep. Upon awakening the next morning at the home of John and Jill Ferryman, he realizes he lost Roger in his zeal to follow Jankin. He travels to Guildford to look for Roger, but cannot find him. He then travels toward Farnham, where Roger and Jankin are both headed. Adam travels with a merchant who is attacked by a band of thieves, including a knight. Adam escapes the ambush and leaves to find the sheriff.

Vocabulary

obligingly (125)
hustled (126)
sullenly (127)
gist (128)
harbored (129)
poultice (129)
implored (130)
ingots (130)
cavalcade (133)
chaffed (134)
perils (139)
balky (141)
plodded (144)
babble (145)
looming (155)
beckoned (157)
fresco (159)
musingly (164)
daintily (165)
laden (167)
decreed (168)
menacingly (169)
unsheathe (169)
astride (172)
scabbard (172)
resolutely (173)

Discussion Questions

1. How does Adam respond when he finds out about Nick? Why can't Roger find words when he wants to speak to Adam about perils that sometimes come to boys and dogs? (*Adam first searches for Nick on his own, though he knows it will do no good. Then he leaves with Roger to look for someone who may have seen Jankin and a red spaniel. All along the way, Adam is zealous and impatient in the pursuit of his dog. Answers will vary. Roger wants to help Adam understand that hardship is often part of life, but he feels that telling Adam about life's injustices would be too difficult in that moment. He is overcome by Adam's optimism of finding Jankin and Nick and seems unwilling to dampen Adam's hopeful spirit. pp. 126–145*)
2. Evaluate Adam's decision to run after Jankin and swim the river. What would you have done in his situation? (*Note that Adam does not make sure that Roger sees where he is headed when he begins to chase Jankin. Also note that he is so excited to see Nick that he is hesitant to wait for Roger, though he does call out to his father. Consider that after swimming the river, Adam was not much farther ahead of the ferry, especially because the river current had carried him downstream a bit. Also note that, having never traveled this way before, Adam would have been unfamiliar with the river current and the speed it would take to swim the river's width. In the end, he may have had more energy had he waited for the ferry, which would have allowed him to chase Jankin more effectively once he was on the opposite riverbank. Answers will vary. pp. 141–149*)
3. Why is the woman who finds Adam asleep on her dog horrified when she finds he slept the night before at Burford Bridge? (*She is probably amazed because he has traveled an incredibly long way in one day. She knows he must be exhausted, especially after swimming the river. p. 151*)
4. What advice does Jill Ferryman give Adam when she discovers he has lost his father? Do you agree or disagree with her advice? (*that his father is probably still in Guildford looking for him; She thinks if Adam returns to Guildford, he will find his father and they can travel to Farnham together to find Jankin, who will likely stay in Farnham a few days, thinking he has escaped Adam. Answers will vary. pp. 152–153*)

5. Why doesn't Adam enjoy his night at the castle? (*The people there are not very cheerful, and part of the castle is used as a jail so guards clank around everywhere. Though sharing a bed with the kind porter, Adam has to endure an evening of snoring, clinging uncomfortably to the edge of the bed so as not to disturb the bed's owner. p. 159*)
6. When at the inn in Farnham, what makes Adam remember being six years old? What does this memory reveal about his character? (*The merchant Adam knows at the inn speaks of his own son, who is six years old. Adam recalls being with his mother at age six, partly because the man is talking about a six year old, and possibly also because he feels lost and begins thinking about the people who love him and who he has now lost—both his mother and father. Through this memory, readers learn that Adam's mother passed away while he was young, but that she loved him and taught him to read and sing. Answers will vary. pp. 165–166*)
7. What happens to Adam in the king's woods? How does he respond? (*Adam and the merchant party are attacked by robbers, led by a knight with a leopard on his crest. Adam joins the other men in his party by yelling that they are being robbed until he realizes that he is free. Adam escapes the robbers, though he loses his harp, and hides in a tree until they leave. He then travels to the nearest town to find a sheriff. pp. 168–173*)

Supplementary Activities

1. Figurative Language: **Similes**—"his hands were soft and plump like little pink pigs" (p. 129); "thoughts and feelings buzzed like angry bees" (p. 132); "arms and legs felt like lead...like knives" (p. 145); "thought of Nick jabbed him like an arrow" (p. 145); "stretching out his neck like a rooster" (p. 170); "tree arching its branches like a green tent" (p. 171); "[boy] gone to earth like a fox" (p. 172) **Personification**—"timber clinging to the steep sides" (p. 140); "every minute that crawled slowly by" (p. 159)
2. Geography: Look at the map at the beginning of the book (pp. 2–3). Draw your own version of the part of the map that is discussed in this section. Highlight the path that Adam takes and try to estimate how many miles he travels until the robbers interrupt his journey.