

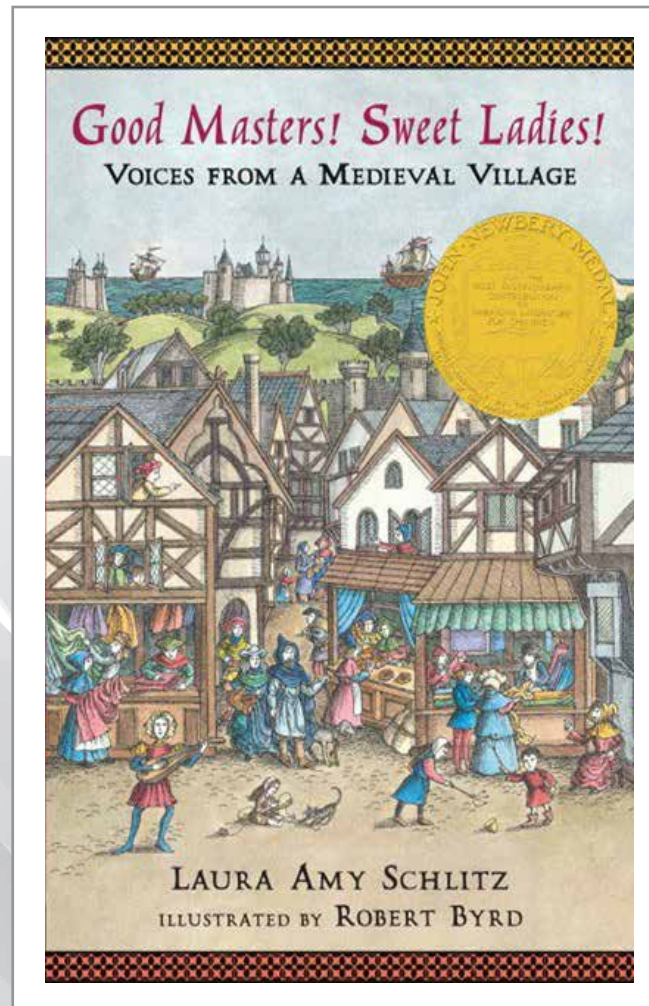


**STUDENT PACKET**

**GRADES 6-8**

# **Good Masters! Sweet Ladies! Voices From a Medieval Village**

Laura Amy Schlitz



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Good Masters! Sweet Ladies! Voices From a Medieval Village

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### 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!

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## Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

14. Once he makes something of himself, to whom does Pask want to bring a gift?
15. If you ran away from your lord during the Middle Ages, how long did you have to live in town before you could be considered free?

### **Piers: The Glassblower's Apprentice–Giles: The Beggar**

1. Who is learning a trade?
2. Is the apprentice's first attempt at blowing glass successful?
3. Who is Mariot's father's favorite apprentice?
4. What must the apprentice do to inherit the business?
5. Who has an instinct to be kind to Piers?
6. Who would rather be dead than marry her father's apprentice?
7. After Nelly survives drowning as an infant, what two "lucky" events happen to her family?
8. With whom does Nelly fight in the river?
9. Drogo doesn't mind his work, but what really bothers him?
10. How does Drogo justify polluting the river?
11. How does the author describe Giles?
12. With whom does Giles work in order to deceive townspeople?
13. What supposedly heals Giles?

Name \_\_\_\_\_

### A Character's World

**Directions:** You may be able to draw parallels between a character's world and your own. Look at each description of a character's life below. For each description, describe a related situation or event from your own life.

<b>Barbary's World</b>
Barbary is jealous of Isobel's life and ruins Isobel's gown.
<b>My World</b>
_____
_____
_____

<b>Thomas' World</b>
Thomas learns the doctor's trade from his father so that he, too, can become a doctor.
<b>My World</b>
_____
_____
_____

<b>Edgar's World</b>
Edgar frees his beloved sparrowhawk to protect the bird from Simon's poor care.
<b>My World</b>
_____
_____
_____

<b>Taggot's World</b>
Taggot is self-conscious but delighted when Hugo leaves her a small token of thanks.
<b>My World</b>
_____
_____
_____