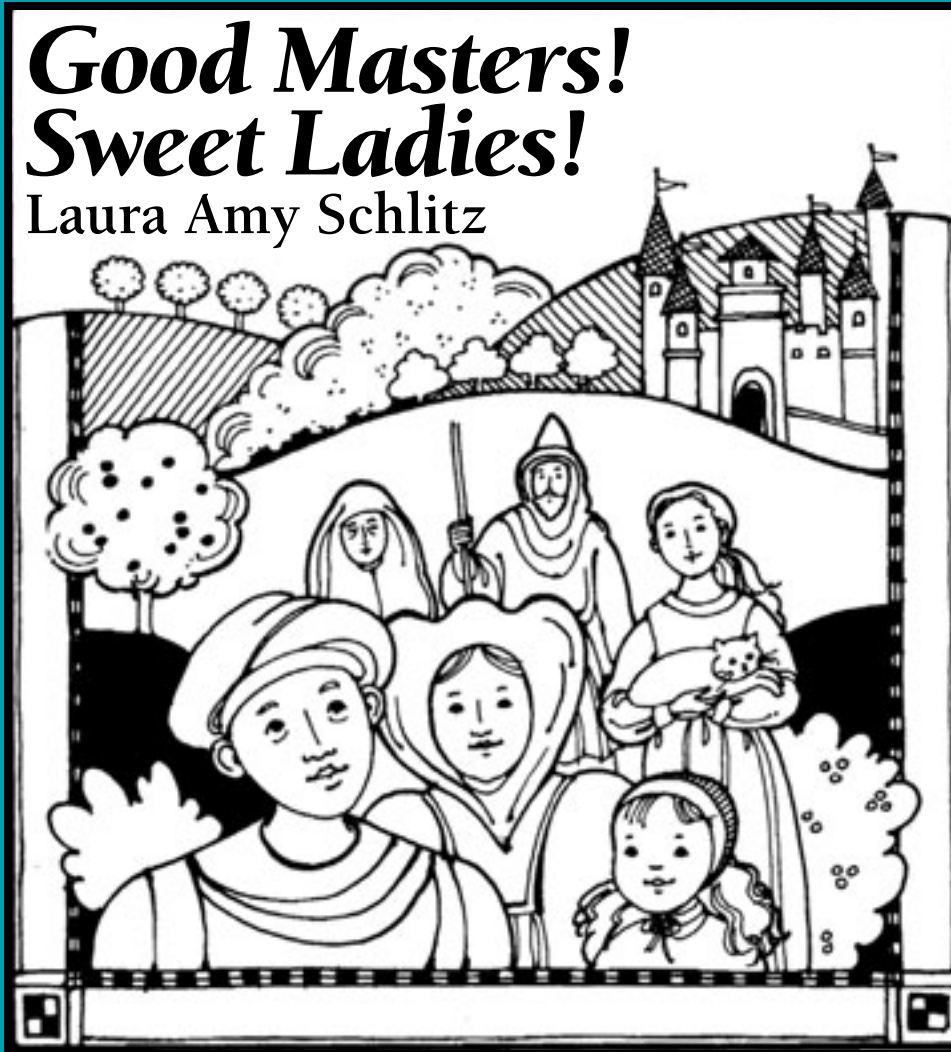


# Novel·Ties

## *Good Masters! Sweet Ladies!*

Laura Amy Schlitz



## A Study Guide

Written By Garrett Christopher

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

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

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## For the Teacher

This reproducible study guide to use in conjunction with the novel *Good Masters! Sweet Ladies!* consists of lessons for guided reading. 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 own 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.

## Pre-Reading Activities (cont.)

6. Before reading, do some research to answer the following questions about the Middle Ages:
- What period of time does the Middle Ages cover?
  - What were the characteristics of the feudal system that served as the basis for social organization during the Middle Ages?
  - What role did the church play during the Middle Ages?
  - How did the lives of nobles and knights differ from those of peasants and villeins who were bound to the land?
  - What were guilds, and what purposes did they serve?

Then based on this research, complete a K-W-L chart on the Middle Ages, such as the one below. Fill in the first two columns before you read the book. Then fill in the last column after you complete the book.

**The Middle Ages**

What I Know -K-	What I Want to Learn -W-	What I Learned -L-

7. **Cooperative Learning Activity:** The theme of a work of literature is its central idea or message. The daily struggle for survival is an important theme in many of the monologues in this book. Work with a small group of your classmates to create a list of hardships faced by people living during the Middle Ages. Save this list. Then after reading, meet with your group again. Compare your ideas to facts you have learned about life in a small medieval village in 1255.
8. Look at the diagram of a medieval manor on pages *X* and 1 of the book. What serves as a protective boundary between the manor and the land beyond its borders? What activities can you identify within the manor and immediately outside the manor? Who might live within the castle?
9. Turn to page two in the book and notice the information in the sidebar on the left-hand side of the page. Why does the author provide this information? Be sure to notice all the sidebars as you read the book.
10. Read the author's Foreward on pages *VIII* and *IX* of the book. What motivated Laura Amy Schlitz to write this book?

## Hugo and Taggot (cont.)

### Questions:

1. How does Hugo know that a boar is lurking in the forest?
2. How does Hugo react before, during, and after his encounter with the boar?
3. When and why does Hugo's uncle call Hugo a man?
4. Why does Taggot decide to stay home rather than go a-Maying with the others?
5. How does Taggot describe herself? How is she viewed by her parents?
6. Why does Taggot find herself speechless when she meets Hugo?
7. Why is Taggot still restless nine days after the Maying?

### Questions for Discussion:

1. Why do you think Hugo keeps dreaming about the boar long after the hunt is over?
2. Why do you think Taggot refuses payment from Hugo?
3. Why do you think Hugo leaves the sprig of hawthorn on the anvil?
4. In what ways do both Hugo and Taggot's monologues describe coming-of-age experiences? How do memories of these experiences continue to haunt them?

### Literary Devices:

- I. *Point of View*—Point of view refers to the voice telling the story. It could be the author narrating the story or one of the characters sharing his or her experience. From whose point of view are the poems about Hugo and Taggot told?

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How might the story of the encounter between Taggot and Hugo change if Hugo had told it instead of Taggot?

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