

# Don Quixote: A Valiant Knight

**Grade Level or Special Area:** Fifth Grade

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**Length of Unit:** Seven lessons (approximately 14 days, 60 minutes a day)

## I. ABSTRACT

*Don Quixote* is an adventure into the days of knights and fair ladies. It is about a character, in which one cannot decide if he is crazy or determined to save the day. Cervantes wrote this novel as a satire or what today we would define as a *spoof* of knighthood and chivalry. He wrote it in two parts: part one was written in 1604 and part two was written when he was sixty-seven. This unit will focus on the novel *Don Quixote* using vocabulary, comprehension lessons and different reading strategies.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand how to read and understand a variety of materials. (Colorado State Standard for Reading and Writing, Standard 1)
2. Students will understand how to apply thinking skills to their reading,.... (Colorado State Standard for Reading and Writing Standard 4)
3. Students recognize literature as a record of human experience. (Colorado State Standard for Reading and Writing Standard 6)

### B. Content from the *Core Knowledge Sequence*

1. Fifth Grade Language Arts: Fiction and Drama (page 110)
  - a. Stories
    - i. episodes from *Don Quixote* (Miguel de Cervantes)

### C. Skill Objectives

1. The students will become familiar with various literary genres.
2. The students will make predictions about what they will read.
3. The students will understand how stories illustrate the real life and/or beliefs of people.
4. The students will increase their vocabulary by looking up words to understand meaning.
5. The students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
6. The students will make inferences about what they read.
7. The students will visualize what they read by drawing a picture.
8. The students will analyze cause and effect.
9. The students will evaluate what they read.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. *What Your Fifth Grader Needs to Know*, by E. D. Hirsch, pp. 19 – 23
2. De Cervantes, Miguel, *The Adventures of Don Quixote*
3. *Teacher's Guide to The Core Classics Edition of Miguel de Cervantes' Don Quixote* by Strickler, Sally

### B. For Students

None

## IV. RESOURCES

- A. Book: *Don Quixote*, Cervantes, Miguel de (Lessons One-Six)

- B. Book: *Don Quixote*, Harrison, Michael and illustrated by Ambrus, Victor (Lessons One-Six)
- C. Video: Don Quixote (Culminating Activity)

## V. LESSONS

### Lesson One: Setting the Stage: Introduction to *Don Quixote* (one lesson – 60 minutes)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will understand how to apply thinking skills to their reading...
    - b. Students recognize literature as a record of human experience.
  - 2. Lesson Content
    - a. episodes from *Don Quixote* (Miguel de Cervantes)
  - 3. Skill Objective(s)
    - a. The students will become familiar with various literary genres.
    - b. The students will understand how stories illustrate the real life and/or beliefs of people.
    - c. The students will make predictions about what they will read.
    - d. The students will increase their vocabulary by looking up words to understand meaning.
- B. *Materials*
  - 1. The novel, *Don Quixote*, one per student and one for the teacher
  - 2. Background on Miguel de Cervantes', Appendix A
  - 3. Chart Paper and markers
  - 4. Vocabulary Packet, Appendix B
  - 5. Reading response tri-fold for *Don Quixote*, Appendix C
- C. *Key Vocabulary*
  - 1. *Quixotism* is the universal characteristic of any visionary action.
  - 2. *Quixotic* means to do something foolishly impractical for the sake of high ideals.
- D. *Procedures/Activities*
  - 1. Hand out the novels, vocabulary packets (Appendix B), and reading response tri-folds (Appendix C), to each student.
  - 2. Introduce the novel first by reading the background information on the author, found in Appendix A.
  - 3. Have students look at section one in their reading response tri-fold. Tell the students that today we will make *predictions* about the characters and plot by previewing the cover, chapter titles, and pictures. Tell the students that making predictions while reading makes the story more interesting and exciting.
  - 4. On chart paper, write the predictions to look at later.
  - 5. Discuss vocabulary words for Chapter 1. Show the students that there is a place to add words they do not know. Instruct the students to write down words they do not know and to look them up, and then write definitions in space provided.
- E. *Assessment/Evaluation*
  - 1. Assess students' responses during discussion

### Lesson Two: The Adventures Begin – Chapter One (one day – 60 minutes)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will understand how to apply thinking skills to their reading...
    - b. Students recognize literature as a record of human experience.
  - 2. Lesson Content
    - a. episodes from *Don Quixote* (Miguel de Cervantes)

3. Skill Objective(s)
    - a. The students will make predictions about what they will read.
    - b. The students will understand how stories illustrate the real life and/or beliefs of people.
    - c. The students will become familiar with various literary genres.
    - d. The students will increase their vocabulary by looking up words to understand meaning.
- B. *Materials*
1. The novel, *Don Quixote*, one per student and one for the teacher
  2. Chart Paper and markers
  3. Vocabulary Packet, Appendix B
  4. Reading response tri-fold for *Don Quixote*, Appendix C
  5. Sticky notes, 2' by 1 ½", one section for each student
- C. *Key Vocabulary*
1. *Preposterous* is acting against nature, reason, or common sense.
  2. A person who is upset or disturbed is *agitated*.
  3. A happening or event is called an *occurrence*.
  4. *Exploits* are bold or unusual acts.
  5. *Defiance* is when someone stands up against authority or refusing to obey it.
- D. *Procedures/Activities*
1. Have students get their novels out and hand back vocabulary books. Go over vocabulary definitions.
  2. Tell students that we will read chapter 1
  3. First, discuss the strategy of how to "Predict" and how to use it. Tell the students that making predictions while reading makes the story more interesting and exciting. Then have students look at section 1 in their reading response tri-folds and do the Focus and Respond.
  4. After reading chapter 1, discuss the character: Quixania. Ask questions:
    - a. **Who is Quixania?** (answer on page 2: *Our gentleman was about fifty, thin, bout tough, of body, with a lean face, a very early riser, and a great lover of hunting.*) (page 5: *Quixania changed his name to Don Quixote to match the other famous knights that he admired.*)
    - b. **What is daily life like for him? What is his favorite thing to do?** (answer on page 2: *He lost interest in daily things; he was consumed with reading romances about chivalry. In fact, he was so consumed with the romances that he decided to seek his own adventures of chivalry.*)
    - c. **What does Quixania (Don Quixote) do because of his passion?** (answer on pages 2 and 3, first paragraph of 4: *He polished his armor, made one helmet, and then made another a sturdier helmet.*)
    - d. **What did he do for the next fours days?** (answer on page 4: *he was deciding on a name for his horse.*)
    - e. **What name did he choose and why?** (answer on pages 4 and 5: *he named his horse "Rocinante," because to him it was a proud and rich name.*)
    - f. **What did he do next and how long did it take him?** (answer on page 5: *He chose a name for himself, Don Quixote and it took him eight days.*)
    - g. **What was the last thing he had to decide on before he could start his mission?** (answer on pages 5 and 6: *He had to find a "lady-love," he felt that was the purpose of a knight's mission. He picked a farmer's*

*daughter from his neighborhood. He also changed her name from Aldonzo Lorenzo to Dulcinea del Toboso.)*

5. The last major thing is for Don Quixote to be dubbed a knight. **Who dubbed Don Quixote as knight and why did he do it?** (*answer on pages 9-11: The innkeeper dubbed him a knight to get rid of him because he was causing a lot of trouble.*)
  6. Look at the tri-fold, finish section 1 and have students hand it in.
- E. *Assessment/Evaluation*
1. Have students hand in reading response tri-fold. Check to see if they are completed correctly.

### **Lesson Three: On His Way – Chapters 2-5 (two days– 60 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how to apply thinking skills to their reading...
    - b. Students recognize literature as a record of human experience.
    - c. Students will understand how to read and understand a variety of materials.
  2. Lesson Content
    - a. episodes from *Don Quixote* (Miguel de Cervantes)
  3. Skill Objective(s)
    - a. The students will become familiar with various literary genres.
    - b. The students will understand how stories illustrate the real life and/or beliefs of people.
    - c. The students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
    - d. The students will make predictions about what they will read.
    - e. The students will increase their vocabulary by looking up words to understand meaning.
- B. *Materials*
1. The novel, *Don Quixote*, one per student and one for the teacher
  2. Vocabulary Packet, Appendix B
  3. Reading response tri-fold for *Don Quixote*, Appendix C
  4. Sticky notes, 2' by 1 1/2", one section for each student
  5. Two pencils for each student
- C. *Key Vocabulary*
1. A *lunatic* is an insane person.
  2. A person who is *gullible* is easily taken advantage of.
  3. *Compassionate* people feel pity or sympathy for someone.
  4. *Ransacking* is searching carefully for plunder.
  5. *Invincible* means to be unconquerable.
  6. *Magnificent* is something grand or outstanding.
- D. *Procedures/Activities*
1. **DAY 1** - Have students get their novels, vocabulary packets, reading response tri-fold, sticky notes, and pencils.
  2. Tell the students that we will Make Inferences for chapters 2-5. Look at the reading response tri-fold, section 2. Read the strategy: To make the story more interesting, authors often leave clues to help the reader understand the story's events and characters' feelings. As you read, use the clues the author gives you to infer what is happening. Then go over the Focus activity.

3. Go over the vocabulary words and definitions before they read. Tell them that as they read, write down words they don't recognize and have them look them up, then write the definition in their vocabulary packets.
  4. Break up the class into reading groups. (These groups need to be decided before lesson. This can be done several different ways. I teach a reading support group so I would have a teacher at each group.) Have them read chapters 2-5 in class.
  5. At the end of the hour, check to see where groups are at.
  6. DAY 2: Have the students get out their novels and get into groups. Have them finish reading. After they finish reading, have them fill out their reading response tri-folds and respond to section 2.
- E. *Assessment/Evaluation*
1. Check the reading response tri-fold to see if it was completed correctly.

**Lesson Four: Where is Dulcinea? Chapters 6-9 (three days– 60 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how to apply thinking skills to their reading...
    - b. Students recognize literature as a record of human experience.
    - c. Students will understand how to read and understand a variety of materials.
  2. Lesson Content
    - a. episodes from *Don Quixote* (Miguel de Cervantes)
  3. Skill Objective(s)
    - a. The students will make inferences about what they read.
    - b. The students will become familiar with various literary genres.
    - c. The students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
    - d. The students will understand how stories illustrate the real life and/or beliefs of people.
    - e. The students will increase their vocabulary by looking up words to understand meaning.
- B. *Materials*
1. The novel, *Don Quixote*, one per student and one for the teacher
  2. Chart paper and markers
  3. Vocabulary Packet, Appendix B
  4. Reading response tri-fold for *Don Quixote*, Appendix C
  5. Sticky notes, 2' by 1 ½", one section for each student
  6. Two pencils for each student
- C. *Key Vocabulary*
1. An *invention* can be a fabrication or falsehood, a story that is not true.
  2. People that are fools or simpletons can sometimes be called "*nincompoops*."
  3. To *bestow* something is to give someone a present.
  4. To *impersonate* is to pretend to be someone else.
- D. *Procedures/Activities*
1. Have students get their novels, vocabulary packets, reading response tri-fold, sticky notes, and pencils.
  2. DAY ONE: Review chapters 2-5. Ask students what inferences they made. Record their answers. Discuss chapters by asking questions:
    - a. **When Don Quixote left the inn, where did he go and why?** (answer on page 15: *He rode home to enlist a simple fellow to be his squire.*)

- b. **What were the loud cries in the forest?** (answer in Chapter 2: *A boy was being beaten by a farmer who said he was a lazy servant.*)
  - c. **What did Don Quixote do about the farmer?** (answer in Chapter 2: *He made the farmer swear that he would pay the boy what he owed him and let him go. The farmer only did this to get rid of Don Quixote.*)
  - d. **What did the farmer do when Don Quixote left?** (answer in Chapter 2: *He continued to be the boy.*)
  - e. **Who does Don Quixote meet next?** (answer in Chapter 2: *He comes upon a group of silk merchants. But Don Quixote thought they were knights and wanted them to swear upon Dulcineas, beauty. But the merchants would not. When Don Quixote went to attach him, his horse stumbled and pinned him down. The merchants then left, except for one, who beat him cruelly.*)
  - f. **Who found Don Quixote? What does he do with him?** (answer in Chapter 2: *A kindly villager who knows Don Quixote. He puts Don Quixote on his horse and takes him home.*)
  - g. **How long was he gone from home?** (answer in Chapter 2: *Six days.*)
  - h. **What do the people in his home decide to do about him?** (answer in Chapter 2: *They walled off his library because they thought the books had caused him to go mad.*)
  - i. **What did Don Quixote do after he felt better?** (answer in Chapter 2: *He went to find Sancho Panza so he could talk him into being his squire.*)
  - j. **Why did Sancho Panza decide to be Don Quixote's squire?** (answer in Chapter 2: *Because Don Quixote promised him a governorship of an island to him.*)
  - k. **What was their first adventure about?** (answer in Chapter 2: *They came upon some windmills and Don Quixote thought they were giants. He tried to attack them and but fell. He claimed that the evil magician Freston turned the giants into windmills.*)
3. For chapters 3-5, write a summary paragraph about the adventures that Don Quixote and Sancho Panza experienced. Think about: How many adventures did they have? Give a little detail about each one.
  4. **DAY 2:** Have students get their materials out.
  5. Discuss vocabulary words and definitions before reading Chapters 6-9.
  6. Tell the students that today we will visualize what we read. Say: While you read, try to form pictures in your mind of the characters and actions.
  7. Read chapters. (Break up into groups, read independently, or as a class.)
  8. **DAY 3:** Have students get materials out. Read the rest of the assigned chapters-assign any unread pages for homework.

E. *Assessment/Evaluation*

1. Grade the summary paragraph of Chapters 3-5 with grading rubric, Appendix D.

**Lesson Five: What's Next? Chapters 10 – 13 (three days– 60 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how to apply thinking skills to their reading...
  - b. Students recognize literature as a record of human experience.
  - c. Students will understand how to read and understand a variety of materials.
2. Lesson Content
  - a. episodes from *Don Quixote* (Miguel de Cervantes)

3. Skill Objective(s)
    - a. The students will make inferences about what they read.
    - b. The students will understand how stories illustrate the real life and/or beliefs of people.
    - c. The students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
    - d. The students will become familiar with various literary genres.
    - e. The students will increase their vocabulary by looking up words to understand meaning.
- B. *Materials*
1. The novel, *Don Quixote*, one per student and one for the teacher
  2. Chart paper and markers
  3. Vocabulary Packet, Appendix B
  4. Reading response tri-fold for *Don Quixote*, Appendix C
  5. Sticky notes, 2' by 1 ½", one section for each student
  6. Two pencils for each student
- C. *Key Vocabulary*
1. A *catastrophe* is a disaster or can be a big mess.
  2. You pay a *ransom* in exchange for the release of a prisoner.
  3. If someone is *irritable*, they are ill tempered or in a bad mood.
  4. If something is *suspended* it is hung so as to allow free movement.
  5. To have *gratitude* for something is to be thankful for it.
  6. Having lost respect or honor is to be *disgraced*.
- D. *Procedures/Activities*
1. Collect visualization pictures. Also, have students get their novels, vocabulary packets, reading response tri-fold, sticky notes, and pencils.
  2. DAY 1: Review chapters 6-9 by looking at the pictures of their visualizations. Have students discuss them. Ask questions about them. For example: Why did they draw their pictures? What clues gave them the idea to draw their pictures?
  3. After discussion, discuss vocabulary words and definitions before reading Chapters 10-13
  4. DAY 2: Review vocabulary words and definitions.
  5. For chapters 10 – 13 students will analyze cause and effect. Tell the students: In all stories, the things that people do and say affect those around them. Look at the focus and discuss what students need to look for.
  6. Read chapters. (Break up into groups, read independently, or as a class.) Assign unread pages for homework.
  7. DAY 3: Finish reading the chapters. Work on section 4 of reading response tri-fold. Respond to the focus. Assign chapter 10 – 13 questions handout, Appendix F.
- E. *Assessment/Evaluation*
1. Grade the pictures according to content in Chapters 6 – 9.

**Lesson Six: The End or is it? Chapters 14-18 (three days– 60 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how to apply thinking skills to their reading...
  - b. Students recognize literature as a record of human experience.
  - c. Students will understand how to read and understand a variety of materials.

2. Lesson Content
    - a. episodes from *Don Quixote* (Miguel de Cervantes)
  3. Skill Objective(s)
    - a. The students will make inferences about what they read.
    - b. The students will become familiar with various literary genres.
    - c. The students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
    - d. The students will understand how stories illustrate the real life and/or beliefs of people.
    - e. The students will increase their vocabulary by looking up words to understand meaning.
- B. *Materials*
1. The novel, *Don Quixote*, one per student and one for the teacher
  2. Chart paper and markers
  3. Vocabulary Packet, Appendix B
  4. Reading response tri-fold for *Don Quixote*, Appendix D
  5. Sticky notes, 2' by 1 ½", one section for each student
  6. Two pencils for each student
- C. *Key Vocabulary*
1. *Abundance* means to have more than enough or a plentiful amount.
  2. An *urgent* matter is pressing, needs to be taken care of right away.
  3. If you keep a secret, you are keeping information *confidential*.
  4. A situation requiring choice between two equally balanced alternatives is a *dilemma*.
  5. A *pilgrim* travels for a religious ideal.
  6. A *superstitious* person is inclined to believe in chance or magic.
- D. *Procedures/Activities*
1. DAY 1: Have students get out their novels, vocabulary packets, and tri-folds.
  2. Review chapters 10 – 13. Use the question handout for chapter 10 – 13 for reviewing. Go over questions, then have students hand it in for a grade.
  3. Discuss vocabulary words and definitions for chapters 14 – 18.
  4. Tell the students that we are going to evaluate what we have read. Say: Good readers make judgments about the characters, the story, and the author's writing.
  5. Read. Break up into groups and read.
  6. DAY 2: Finish reading.
  7. DAY 3: Write a two-paragraph summary on chapters 14 - 18.
- E. *Assessment/Evaluation*
1. Grade questions for chapters 10 –13, Appendix F: Teacher Key

**Lesson Seven: TEST Day (one day – 60 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how to apply thinking skills to their reading...
    - b. Students recognize literature as a record of human experience.
    - c. Students will understand how to read and understand a variety of materials.
  2. Lesson Content
    - a. episodes from *Don Quixote* (Miguel de Cervantes)
  3. Skill Objective(s)
    - a. The students will make inferences about what they read.

- b. The students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
  - c. The students will become familiar with various literary genres.
  - d. The students will understand how stories illustrate the real life and/or beliefs of people.
  - e. The students will increase their vocabulary by looking up words to understand meaning.
- B. *Materials*
- 1. Test Book Summary
  - 2. Two pencils for each student
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
- 1. Tell students to get out their pencils
  - 2. Hand out a test to each student.
  - 3. Tell students to fill out the book summary using notes or handouts from unit.
  - 4. Read directions: Fill in all the shapes with the information that the arrows are pointing from.
  - 5. Hand in test when finished.
- E. *Assessment/Evaluation*
- 1. TEST: Book Summary: Answers will vary according to characters, dilemmas, and themes they choose. There will not be one correct answer.

## VI. CULMINATING ACTIVITY

- A. The Reading Response Tri-fold will be one culminating activity.
- B. The second activity will be to watch the movie “Don Quixote.” It makes what students read come to life. After watching the movie, have discussion on the difference between the book and the movie. Make a “T” chart on your chart paper to record answers.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background Knowledge on Miguel de Cervantes
- B. Appendix B: Vocabulary Word Lists, 2 pages
- C. Appendix C: Vocabulary Definitions: 19 pages
- D. Appendix D: Reading Response Tri-Fold for Don Quixote
- E. Appendix E: Summary Paragraph Rubric for grading
- F. Appendix F: Question Worksheet for questions 10 – 13
- G. Appendix G: TEST

## VIII. BIBLIOGRAPHY

- A. De Cervantes, Miguel, *The Adventures of Don Quixote*. Core Knowledge Foundation, 1999. ISBN 1-890517-10-0
- B. Hirsch, Jr. E.D., *What Your Fifth Grader Needs to Know*. New York: Dell Publishing, 1991. ISBN 0-385-31464-7
- C. VIDEO: Yates, Peter, *Don Quixote*, Turner Home Video. 2001. ASIN: B0000541V7

## Appendix A

### **Background Knowledge of the Author**

Miguel de Cervantes was one of Spain's greatest authors, he wrote the first part of *Don Quixote* in 1605. Cervantes was born in 1547 and died in 1616, during the period of Spain's golden age. In his twenties, Cervantes was a military man with not much success. On his way back to Spain from Italy, his ship was captured and he was enslaved for many years. In 1580, he returned to Spain after the church and his family paid his ransom.

At the age of forty, he was an unsuccessful playwright and not very well off. He was responsible for taking care of his family and worked as commissary collecting food for the Armada. During this period of time, he ended up in jail several times. Because of his experiences and misfortunes he was able to write the very popular novel *Don Quixote* (part one). Even though he wrote many novels and the novel *Don Quixote* was a great success, he never was a rich man. *Don Quixote* is made up of many stories and one could say that the stories mirror his real life adventures.

## Vocabulary Packets Directions

These packets need to be made before you start the unit. Print out Appendices B and C, plus the cover page, which is at the end of Appendix C. Make as many copies as you need and have them ready for the unit.

Appendix B, page 2  
**Vocabulary Word Lists**  
**Chapters 1-9**

<b>Chapter 1</b>	<b>Chapter 2</b>	<b>Chapter 3</b>
1. wielding 2. ardor 3. deficiency 4. ingenuity 5. lofty 6. resonant 7. vanquish 8. folly 9. scour 10. vigilant 11. tumult 12. gallant 13. sallied 14. quest	1. daunted 2. lunatic 3. affirm 4. haughty 5. blasphemy 6. hindered 7. ravings 8. stave 9. instrumental 10. befuddling 11. meddling 12. gullible 13. enticements 14. provisions	1. rouse 2. diabolical 3. bandy 4. rashness 5. insolence 6. ferocity 7. maneuvering 8. mortal 9. melancholy 10. frolics 11. retch 12. vaulted 13. brandish 14. grotesque
<b>Chapter 4</b>	<b>Chapter 5</b>	<b>Chapter 6</b>
1. philosophical 2. speculations 3. bewildered 4. perplexity 5. carcass 6. throng 7. spectral 8. secluded 9. glen 10. vex 11. infernal 12. dumbfounded	1. converse 2. acquire 3. impressed 4. wretches 5. ardently 6. rogues 7. downcast 8. persist 9. manacled 10. ruffian 11. shackles 12. endurance	1. covetous 2. cherished 3. vociferous 4. resumed 5. stark 6. spectacle 7. eternal 8. disdain 9. delusions 10. seclusion 11. threshing 12. babbler
<b>Chapter 7</b>	<b>Chapter 8</b>	<b>Chapter 9</b>
1. conspiracy 2. lure 3. recess 4. strained 5. perceived 6. pranks 7. trudged 8. inheritance 9. reverence 10. pursuit 11. fatigued 12. earnestly	1. perilous 2. chink 3. inflame 4. fortify 5. pavilion 6. vast 7. belfry 8. palfrey 9. solemnly 10. homage 11. degraded 12. coarse	1. solitude 2. woes 3. unrequited 4. fickle 5. abyss 6. tyrannical 7. reap 8. incredulous 9. looming 10. cudgel 11. adversary 12. dog

## Vocabulary Word List Chapters 10-18

<b>Chapter 10</b>	<b>Chapter 11</b>	<b>Chapter 12</b>
<ol style="list-style-type: none"> <li>1. mortgaged</li> <li>2. cavaliers</li> <li>3. fables</li> <li>4. unyoked</li> <li>5. dazed</li> <li>6. surveyed</li> <li>7. extravagant</li> <li>8. rudder</li> <li>9. dregs</li> <li>10. decreed</li> </ol>	<ol style="list-style-type: none"> <li>1. bearing</li> <li>2. venting</li> <li>3. muttering</li> <li>4. incomparable</li> <li>5. plagued</li> <li>6. tapestries</li> <li>7. splendid</li> <li>8. coaxed</li> <li>9. promotion</li> <li>10. nimbly</li> </ol>	<ol style="list-style-type: none"> <li>1. gaiety</li> <li>2. enchantment</li> <li>3. mumbled</li> <li>4. flogged</li> <li>5. gluttony</li> <li>6. pagan</li> <li>7. steward</li> <li>8. flair</li> <li>9. bramble</li> <li>10. upstarts</li> <li>11. swayed</li> </ol>
<b>Chapter 13</b>	<b>Chapter 14</b>	<b>Chapter 15</b>
<ol style="list-style-type: none"> <li>1. pealed</li> <li>2. perpetual</li> <li>3. intricate</li> <li>4. dejected</li> <li>5. conscience</li> <li>6. novelty</li> <li>7. gravely</li> <li>8. proposal</li> <li>9. oath</li> <li>10. dunce</li> </ol>	<ol style="list-style-type: none"> <li>1. vigorous</li> <li>2. exalted</li> <li>3. dispatches</li> <li>4. reinforcements</li> <li>5. assure</li> <li>6. vagabonds</li> <li>7. swindlers</li> </ol>	<ol style="list-style-type: none"> <li>1. toll</li> <li>2. gallows</li> <li>3. consternation</li> <li>4. frankness</li> <li>5. acquitting</li> <li>6. banned</li> <li>7. toil</li> <li>8. rustic</li> <li>9. abdication</li> </ol>
<b>Chapter 16</b>	<b>Chapter 17</b>	<b>Chapter 18</b>
<ol style="list-style-type: none"> <li>1. proclamation</li> <li>2. groping</li> <li>3. crevice</li> <li>4. dwelt</li> <li>5. perilous</li> <li>6. eloquent</li> <li>7. compel</li> <li>8. gored</li> <li>9. heedlessly</li> <li>10. installment</li> </ol>	<ol style="list-style-type: none"> <li>1. plunder</li> <li>2. persecution</li> <li>3. boundless</li> <li>4. boisterous</li> <li>5. venture</li> <li>6. inferiority</li> <li>7. champion</li> </ol>	<ol style="list-style-type: none"> <li>1. laden</li> <li>2. vigil</li> <li>3. counterweight</li> <li>4. shilling</li> <li>5. pound</li> <li>6. halter</li> <li>7. reckon</li> <li>8. omen</li> <li>9. rites</li> </ol>

## Vocabulary Definitions

Chapter I:

1. wield(ing) – To hold and us; manage; control.
2. ardor – Great enthusiasm; eagerness.
3. deficiency – A lack or absence of something needed.
4. ingenuity – Skill in planning or inventing; cleverness.
5. lofty – Proud; haughty.
6. resonant – Full; rich; vibrating.
7. vanquish – To conquer; detest; overcome.
8. folly – A foolish act, practice, idea; lack of common sense; unwise conduct.
9. scour – To move quickly over or through in search or pursuit.
10. vigilant – Watchful; alert; wide-awake.
11. tumult – A violent disturbance or disorder.
12. gallant – Noble in spirit or in conduct; brave.
13. sallied – To rush forth suddenly; go out; set out briskly.
14. quest – A search or hunt; trying to find; looking for.

Words that I am unfamiliar with:

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Appendix C, page 2

Chapter 2:

1. daunted – Discouraged; intimidated
2. lunatic – An insane person.
3. Affirm – Declare to be true.
4. haughty – Too proud; arrogant.
5. blasphemy –.
6. hindered – To keep back; hold back.
7. ravings – To talk wildly; irrational speech.
8. stave - A piece of broken wood; one of the curved pieces, which form the sides of a barrel.
9. instrumental – Useful; helpful.
10. befuddling – Confusing
11. meddling – To interfere in another’s business.
12. gullible – Easily deceived or cheated.
13. enticements – Tempt; attraction
14. provisions – A supply of food or drinks or other supplies.

Words that I am unfamiliar with:

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**Appendix C, page 3**

**Chapter 3:**

1. rouse – To wake up.
2. diabolical – Having characteristics of the devil.
3. bandy – A number of persons joined together to exchange
4. rashness – Acting careless; too reckless.
5. insolence – Bold rudeness; insulting behavior or speech.
6. ferocity – Fierceness; savageness.
7. maneuvering – A skillful plan or movement.
8. mortal – Causing death; sure to die.
9. melancholy – Sadness; low spirits; tendency to be sad.
10. frolics – To play about joyously; have fun together.
11. retch – To vomit.
12. vaulted – To jump over something, using hands or pole.
13. brandish – To wave menacingly.
14. grotesque – Odd or unnatural in shape, appearance, or manner.

Words that I am unfamiliar with:

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## Appendix C, page 4

### Chapter 4

1. philosophical – Wise, calm, reasonable; in the pursuit of wisdom.
2. speculations – Careful thought; reflection; opinions or ideas.
3. bewildered - To be confused completely.
4. perplexity – Being puzzled; not knowing what to do or how to act.
5. carcass – A body of a dead animal.
6. throng – A large crowd.
7. spectral – Resembling a ghost.
8. secluded – Shut off from others; undisturbed.
9. glen – A small, narrow valley.
10. vex – To annoy; provoke.
11. infernal – Fit to have come from hell.
12. dumbfounded – To be amazed or unable to speak.

Words that I am unfamiliar with:

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Appendix C, page 5

Chapter 5

1. converse – To talk together in an informal way.
2. acquire – To gain or get as one’s own.
3. impressed – To have a strong effect on the mind or feelings of.
4. wretches – Very unfortunate or unhappy persons.
5. ardently – Enthusiastically, eagerly, passionately.
6. rogues – Tricky or dishonest people.
7. downcast – Turned downward; dejected, depressed, sad.
8. persist – To refuse to stop; hold firmly to an idea.
9. manacled – To be handcuffed.
10. ruffian – A rough, brutal, or cruel person; thug, gangster.
11. shackles – A metal band fasted around the ankle of a prisoner.
12. endurance – The power to last or keep on or withstand hardship.

Words that I am unfamiliar with:

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Appendix C, page 6

Chapter 6

1. covetous – To desire eagerly, especially something that belongs to another.
2. cherished – To care for dearly; treat with tenderness.
3. vociferous – To be intentionally loud.
4. resumed – To begin again.
5. stark – Complete; barren; desolate.
6. spectacle – A public show or display.
7. eternal – Without beginning or ending; seemingly to go on forever.
8. disdain – To consider to be lower; look down on; scorn.
9. delusions – False belief or opinion.
10. seclusion – A keeping apart or being shut off from others.
11. threshing – Separating the grain or seeds from straw.
12. babbling – A person who talks foolishly.

Words that I am unfamiliar with:

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Appendix C, page 7

Chapter 7

1. conspiracy – A secret planning with others to do something evil, illegal.
2. lure – Something that attracts or tempts.
3. recess – A small hollow or indentation.
4. strained – Drawn too tight.
5. perceived – To take in with the mind; understand; detected.
6. pranks – A playful trick.
7. trudged – A hard or weary walk.
8. inheritance – Anything inherited; bequest; legacy.
9. reverence – A feeling of deep respect; title of respect for a clergyman.
10. pursuit – The act of chasing.
11. fatigued – To make weary or tired.
12. earnestly – Eagerly; strong and firm in purpose.

Words that I am unfamiliar with:

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Appendix C, page 8

Chapter 8

1. perilous – Dangerous; risky.
2. chink – A narrow opening.
3. inflame – To excite; make more violent.
4. fortify – To give support to; strengthen.
5. pavilion – A large tent with a floor raised on posts.
6. vast – Very, very, large; immense.
7. belfry – A tower for a bell or steeple.
8. palfrey – A woman’s saddle horse.
9. solemnly – Seriously; gravely; earnestly.
10. homage – To honor; respect; reverence.
11. degraded – To bring shame upon; dishonored; disgraced.
12. coarse – Not fine; lacking refinement.

Words that I am unfamiliar with:

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Appendix C, page 9

Chapter 9

1. solitude – A state of being along.
2. woes – Great trouble or distress; misfortunes.
3. unrequited – Not returned.
4. fickle – Not constant; likely to change without reason.
5. abyss – A bottomless or very great depth.
6. tyrannical – Cruel; unjust; oppressive.
7. reap – To obtain as a result of effort; to harvest.
8. incredulous – Not ready to believe; doubting; skeptical.
9. looming – To appear dimly or vaguely; impending.
10. cudgel – Short, heavy club.
11. adversary – Opponent or enemy.
12. dog – To hunt, pursue, or chase persistently.

Words that I am unfamiliar with:

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**Appendix C, page 10**

Chapter 10

1. mortgaged – A claim on property, given to a person that as security against a debt.
2. cavaliers – Gentlemen accomplished in arms.
3. fables – Stories that are about legendary persons and exploits that teach a lesson.
4. unyoked – Unfastened; unhitched.
5. dazed – Unable to think clearly.
6. surveyed – Looked over; examine; inspected.
7. extravagant – Spending carelessly and wastefully; excessive.
8. rudder – A moveable piece of wood at the rear end of a vessel used to steer it.
9. dregs – Any small bits that settle to the bottom of liquid; the least desirable portion.
10. decreed – An official decision; to order or settle by authority.

Words that I am unfamiliar with:

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Appendix C, page 11

Chapter 11

1. bearing – A way of standing, sitting, walking, or behaving; manner.
2. venting – A way of letting off steam; expressing emotion.
3. muttering – To complain; grumble.
4. incomparable – Without an equal; matchless.
5. plagued – Bothered; annoyed; troubled.
6. splendid – Brilliant; glorious; magnificent; grand.
7. coaxed – To be persuaded; influenced.
8. promotion – An advance in rank or importance.
9. nimbly – Quickly and lightly.

Words that I am unfamiliar with:

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Appendix C, page 12

Chapter 12

1. gaiety – Being happy and full of fun; merriment.
2. enchantment – The use of magic spells; spell or charm.
3. mumbled – A deep reverberating sound; speech that is unclear.
4. flogged – To be beaten whipped hard.
5. gluttony – Excess in eating or drinking.
6. pagan – A person who is not a Christian; one who worships many gods.
7. steward – A servant in charge of a household.
8. flair – A natural talent.
9. bramble – A shrub with slender, drooping branches covered with little thorns that prick.
10. upstarts – Persons who are very conceited, an exaggerated sense of own worth due to new status.

Words that I am unfamiliar with:

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Appendix C, page 13

Chapter 13

1. pealed – A long loud sound; rang out.
2. perpetual – Eternal; lasting forever.
3. intricate – Very hard to understand; complex.
4. dejected – Sad; discouraged; disheartened.
5. conscience – Aware of what is wrong and right.
6. novelty – Newness; A new or unusual thing.
7. gravely – Seriously; important.
8. proposal – A plan; scheme.
9. oath – A statement that something is true or solemn promise.
10. dunce – A person that is stupid.

Words that I am unfamiliar with:

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**Appendix C, page 14**

**Chapter 14**

1. vigorous – Strong and active; energetic.
2. exalted – To hold in honor; lofty.
3. dispatches – A written message sent with speed.
4. reinforcements – Extra soldiers, additional troops.
5. assure – To remove doubt.
6. vagabonds – An idle wanderer; tramp.
7. swindlers – A person who cheats others out money.

Words that I am unfamiliar with:

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Appendix C, page 15

Chapter 15

1. toll – A fixed fee to access a road or bridge.
2. gallows – A wooden frame made of a crossbar on two upright posts, used for hanging criminals.
3. consternation – Alarm; frustration; confusion.
4. frankness – Free in expressing one’s real thoughts and feelings.
5. acquitting – To declare one not guilty; clearing of a charge.
6. banned – Forbid; prohibited.
7. toil – Hard work.
8. rustic – Belonging to the country.
9. abdication – Giving up an office or giving up power.

Words that I am unfamiliar with:

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**Appendix C, page 16**

**Chapter 16**

1. proclamation – An official public announcement or declaration.
2. groping – Searching blindly and uncertainly.
3. crevice – A narrow split or crack.
4. dwelt – Lived; one’s home.
5. perilous – Dangerous
6. eloquent – Very expressive; persuasive.
7. compel – To force.
8. gored – Wounded by a horn or tusk.
9. heedlessly – Thoughtless; paying little attention.
10. installment – A part of a sum that is to be paid at stated times.

Words that I am unfamiliar with:

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**Appendix C, page 17**

Chapter 17

1. plunder – To rob by force; booty.
2. persecution – To treat badly.
3. boundless – Not limited; without limits.
4. boisterous – Noisily cheerful; unrestrained.
5. venture – A risky or daring undertaking.
6. inferiority – Quality of being below average.
7. champion – A defender.

Words that I am unfamiliar with:

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Appendix C, page 18

Chapter 18

1. laden – Loaded; burdened.
2. vigil – Act of watching.
3. counterweight – A weight that acts as a balance to another.
4. shilling – British coin equal to 1/20 of a pound.
5. pound – British monetary unit of weight equal to 16 ounces.
6. halter – A rope or strap for leading or tying an animal.
7. reckon – To find the number or value of.
8. omen – A sign of what is to happen, good or bad.
9. rites – Ceremonial acts; solemn ceremonies.

Words that I am unfamiliar with:

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# Vocabulary Words and Definitions

for

## Don Quixote



## Appendix D

# Reading Response Tri-Fold for Don Quixote

The following two pages are the templates for the reading response tri-fold. The teacher will need to copy front to back, one for each student. Each printer and copier is different so you will have to match the papers to make them even. There are five panels (six with the front page). This is how the students will keep track of reading responses to the reading strategies that this unit focuses on.





## Appendix E

# Summary Writing Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organization</b>	The summary begins a clear topic sentence that states the main idea of the selection; all other major points are stated and arranged in a logical order; a concluding sentence brings the summary to a close. The writing is unified and coherent throughout.	The summary begins with a topic sentence that states the main idea of the selection; all major ideas are stated and arranged in a generally logical order; concluding sentence brings the summary to a close, but extra details are added; the progression of ideas and information is, for the most part, logical.	The summary may or may not state the main idea of the selection, or it may do so at the beginning; it states some, but not all, major ideas and not necessarily in a logical order; the summary may lack a conclusion or include extra details; the development of ideas is not completely logical or coherent.	The summary does not state the main idea of the selection; it states few major ideas and does not use a logical order; it lacks a conclusion and includes extra and minor details; the writing lacks unity and coherence.
<b>Elements of Summaries</b>	The overall purpose of the summary is clear; the summary expresses only the main idea and major points of the selection; the writing is tailored to the audience. Word choice is effective and concise.	The purpose is generally clear; the summary expresses only the main idea and most major points of the selection; most of the writing is tailored to the audience. Word choice is fairly concise.	The purpose wavers; the summary does not accurately express the main idea or most major points of the selection; most of writing is not tailored to the audience. Word choice is vague or repetitive.	The purpose is unclear; the summary does not convey the main idea or major points of the selection; most of the writing is not tailored to the audience. Word choice is confusing and misleading.
<b>Grammar, Usage, Mechanics, and Spelling</b>	There are few or no errors in mechanics, usage, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling.	There are serious errors in mechanics, usage, grammar, or spelling.	Serious errors in mechanics, usage, grammar, or spelling make the summary difficult to understand.

Comments:

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Name \_\_\_\_\_

## Chapter 10 – 13 Questions

Read each question and write the answers in complete sentences.

1. Who is the gentleman in green?
2. Don Quixote came across a cart carrying some crates. What were in the crates?
3. What did Don Quixote want to do with the lions?
4. After the adventure with the lions, what did Don Quixote call himself?
5. Describe what happens to Don Quixote and Sancho when they reach the flourmill. What does Don Quixote think the flourmill is? Who does he think the workers are?

## Appendix F, page 2

6. Who do Don Quixote and Sancho run into next?
  
7. Why did the Duke and Duchess invite Don Quixote to their castle? When he arrives at the castle how is he greeted?
  
8. What happens to Sancho on the boar hunt?
  
9. Why does Don Quixote want Sancho to agree to be whipped three thousand three hundred times?
  
10. What is the name of the island that Sancho is given to govern? Is it a real island? What happens when he arrives?

## Chapter 10 – 13

### Questions-ANSWER KEY

1. **Who is the gentleman in green?**  
*The man's name is Don Diego de Miranda. Don Diego traveled with Don Quixote. Don Quixote and Sancho stayed with Don Diego's family for four days.*
  
2. **Don Quixote came across a cart carrying some crates. What were in the crates?**  
*The crates were carrying lions, presents for the king from the governor of Oran in Africa.*
  
3. **What did Don Quixote want to do with the lions?**  
*Don Quixote wanted to fight the lions. But when the cage is opened, the lions won't move. So he asked the keeper to excite the lion, but the keeper refused. The keeper stopped Don Quixote by telling him that he has already showed his bravery by facing the lion. This satisfied Don Quixote and they went on their way.*
  
4. **After the adventure with the lions, what did Don Quixote call himself?**  
*After the adventure with the lions, he said his name would now be known as the "Knight of the Lions."*
  
5. **Describe what happens to Don Quixote and Sancho when they reach the flourmill. What does Don Quixote think the flourmill is? Who does he think the workers are?**  
*Don Quixote thinks that the flourmill is a fortress protected by white demons (who are actually the workers of the mill). Don Quixote rises on the boat to attack the flourmill in order to save the knight that he thinks is inside. During the "attack," Don Quixote and Sancho end up in the water, which saves their life. The workers pull them out of the water and Don Quixote decides to let someone else rescue the knight.*
  
6. **Who do Don Quixote and Sancho run into next?**  
*A hunting party, which includes a duchess. She knows of Don Quixote because of the stories written about him. The duke and duchess invite Don Quixote and Sancho to their castle.*

- 7. Why did the Duke and Duchess invite Don Quixote to their castle? When he arrives at the castle how is he greeted?**

The duke and duchess invite Don Quixote to their castle, because they want to make fun of him. The duke goes ahead to arrange a huge greeting. The crowd of servants calls him “Prince of Knights.” They have many ceremonies welcoming him.

- 8. What happens to Sancho on the boar hunt?**

*Sancho was so afraid of the boar that he ran to climb a tree. When he was climbing the tree, he fell and his clothes get caught, making it impossible for him to get up or down. The hunting party killed the boar.*

- 9. Why does Don Quixote want Sancho to agree to be whipped three thousand three hundred times?**

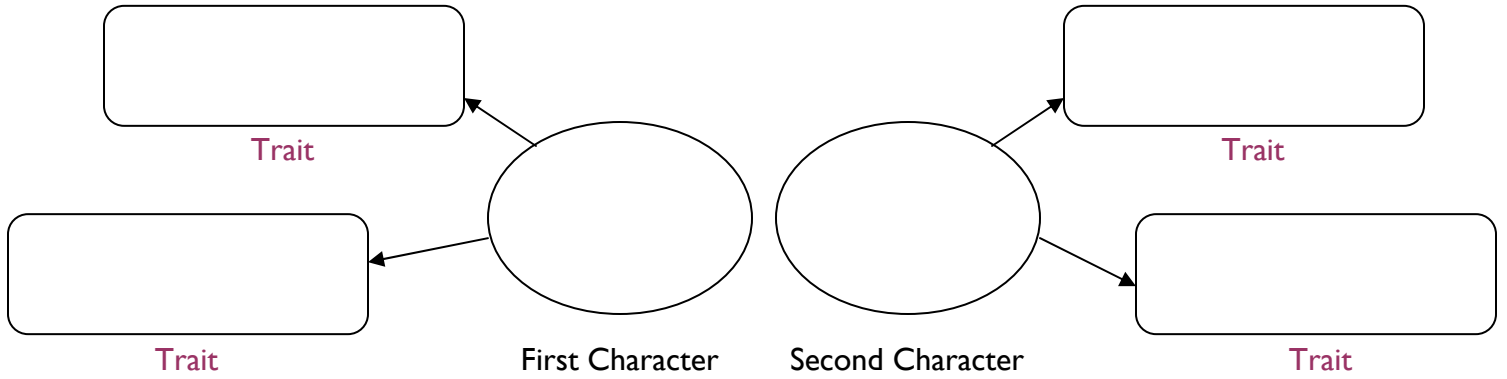
*To save his lady love Dulcenea from an evil spell. But Sancho has to agree to do it willingly. He finally decides to do it because he is promised his island to govern.*

- 10. What is the name of the island that Sancho is governor of? Is it a real island? What happens when he arrives?**

*Barrataria was the name of his island. Barrataria was really a walled village that had about 1000 inhabitants. The people came out to greet him and rang the bells.*

Student’s answers may give more information than the teacher key shows. Accept all answer that complete the questions.

# TEST: Book Summary



## CHARACTERIZATION

Directions: Fill in all the shapes with the information that the arrows are pointing from.

