

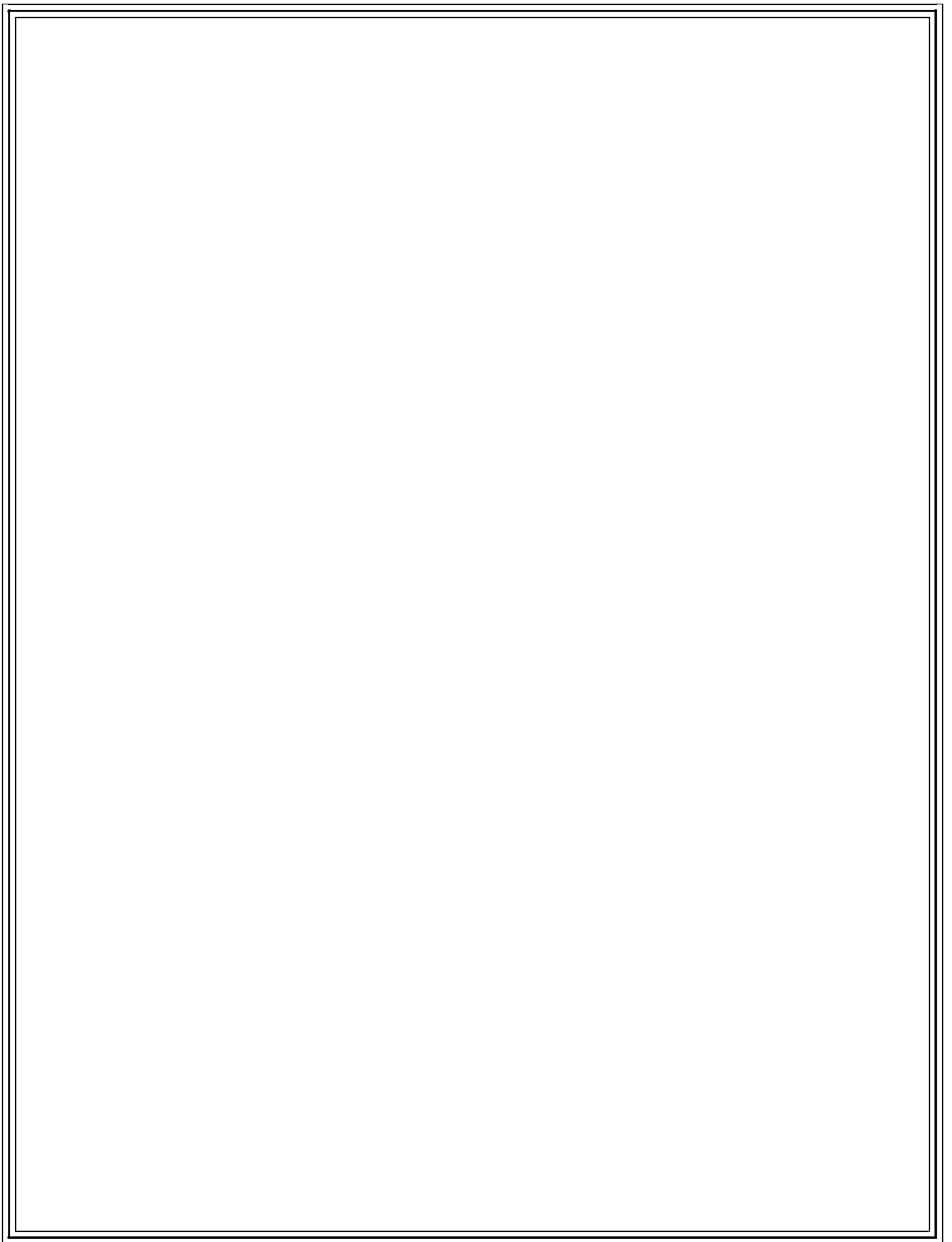
# Ivanhoe



Fair and true he hit the Norman on the visor

*Written by Sir Walter Scott*

A Reading Guide by Lisa Kelly



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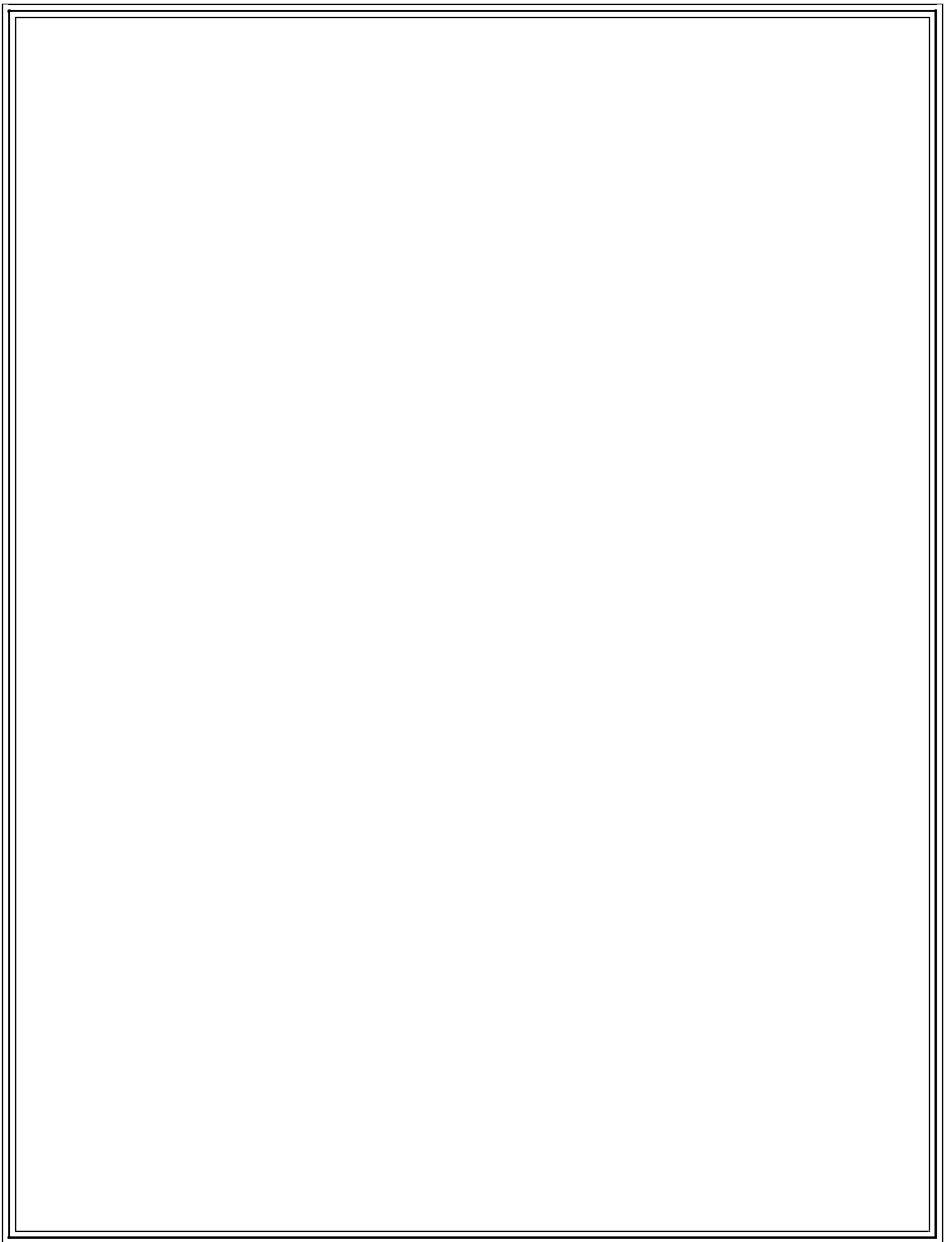
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# *Historical Background and Additional Notes*

## **Historical Background**

This story takes place in medieval England in the late 12th century, toward the end of the reign of Richard I, often around the areas of York and Sheffield. King Richard I has been away from his country fighting in the Crusades.

The time is marked with tensions and struggles between the Normans and the Saxons which began when Duke William of Normandy conquered England in 1066. For many generations the Saxons have suffered under Norman rule, having lost both their land and power to them.

## **Franklins and Thaners**

Franklins are land-owners who are free but not of noble birth. Thaners were men who held land granted by the king or by a military nobleman, ranking between an ordinary freeman and a hereditary noble (Oxford Dictionary). Another source defines the thane as “a person of much the same rank in society as a country gentleman”.

From two sources, Franklins and Thaners were suggested to be the same people, except the Normans referred to them as Franklins. Another source suggested that Franklins were of a lesser distinction.

## **Language**

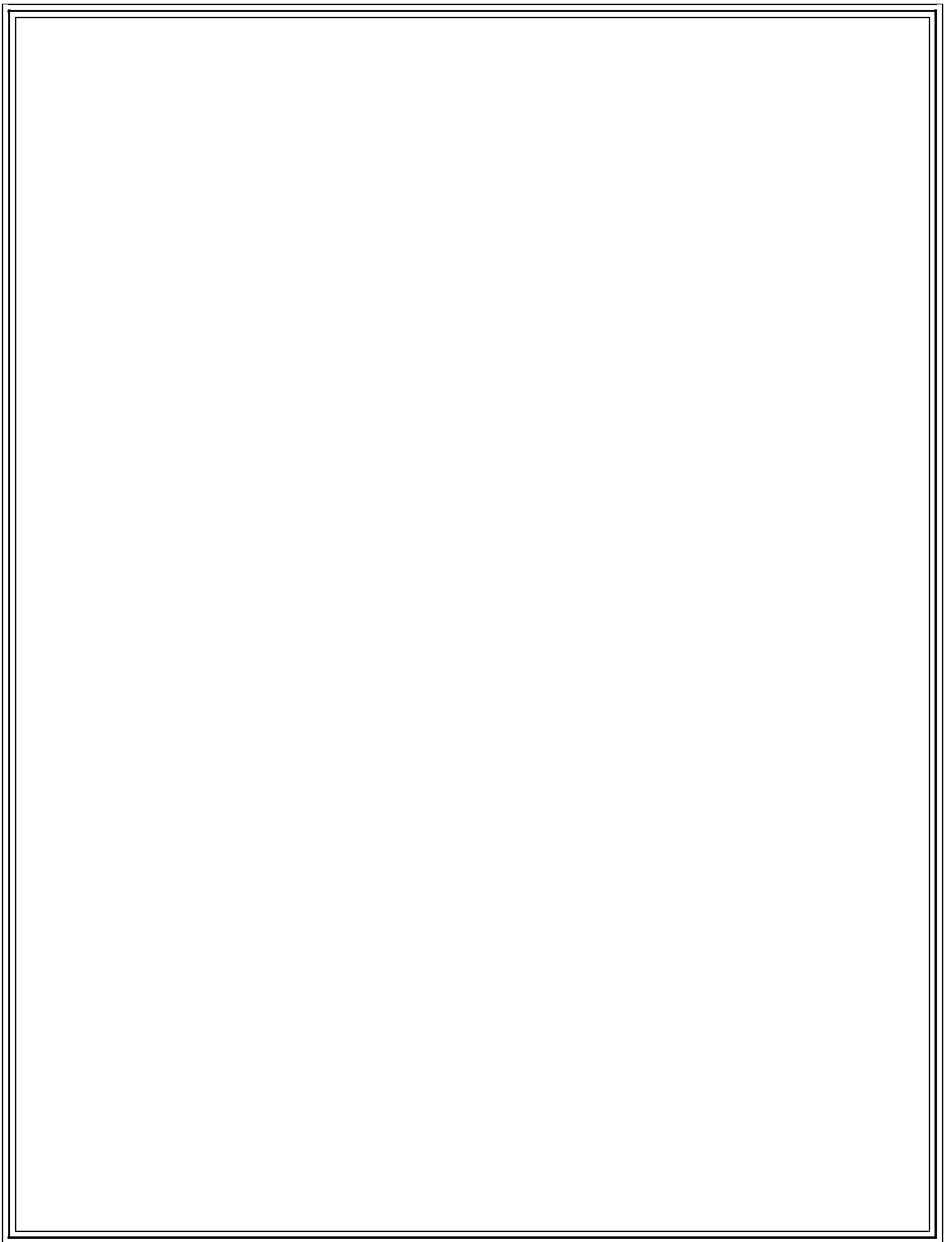
French was the official language used for everything revolving around law and court. The Anglo-Saxon language was used only by the common people. A dialect formed between Anglo-Saxon and Norman French so that the Lords could communicate with their workers.

## **Feudalism**

This was a social structure in Europe during the medieval period in which common people, vassals, worked and fought for the nobles, who, in turn, gave the vassals protection and the use of land in return.

## **Additional Notes**

Epigraphs are phrases, quotations or poems set at the beginning of a chapter or a literary work's division to suggest its theme. *Ivanhoe* contains an epigraph before each chapter.



# *Literary Terms and Writing Development*

## Literary Terms

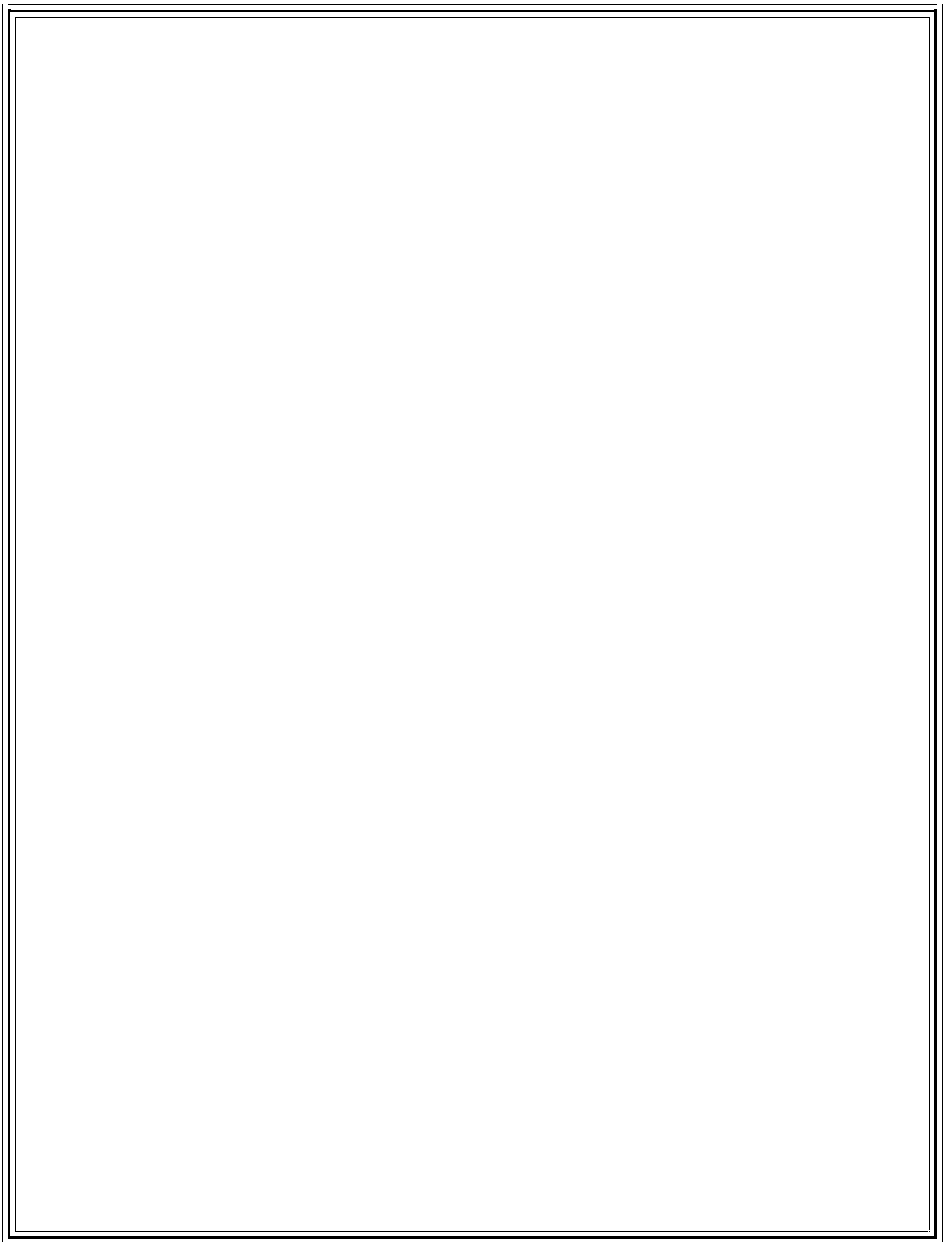
- Point of view
- Character
- Authorial Intrusion (2)
- Authorial Point of View or Bias
- Setting
- Similes and Metaphors (2)
- Foreshadowing
- Protagonist and Antagonist
- Dialogue
- Extended Metaphor
- Apostrophe
- Soliloquy
- Imagery

## Writing Development

- Maxims
- Descriptive Paragraphs (3)
- Encomium

## Active Reading

- Quotes of Interest (3)
- Noting Literary Terms (3)

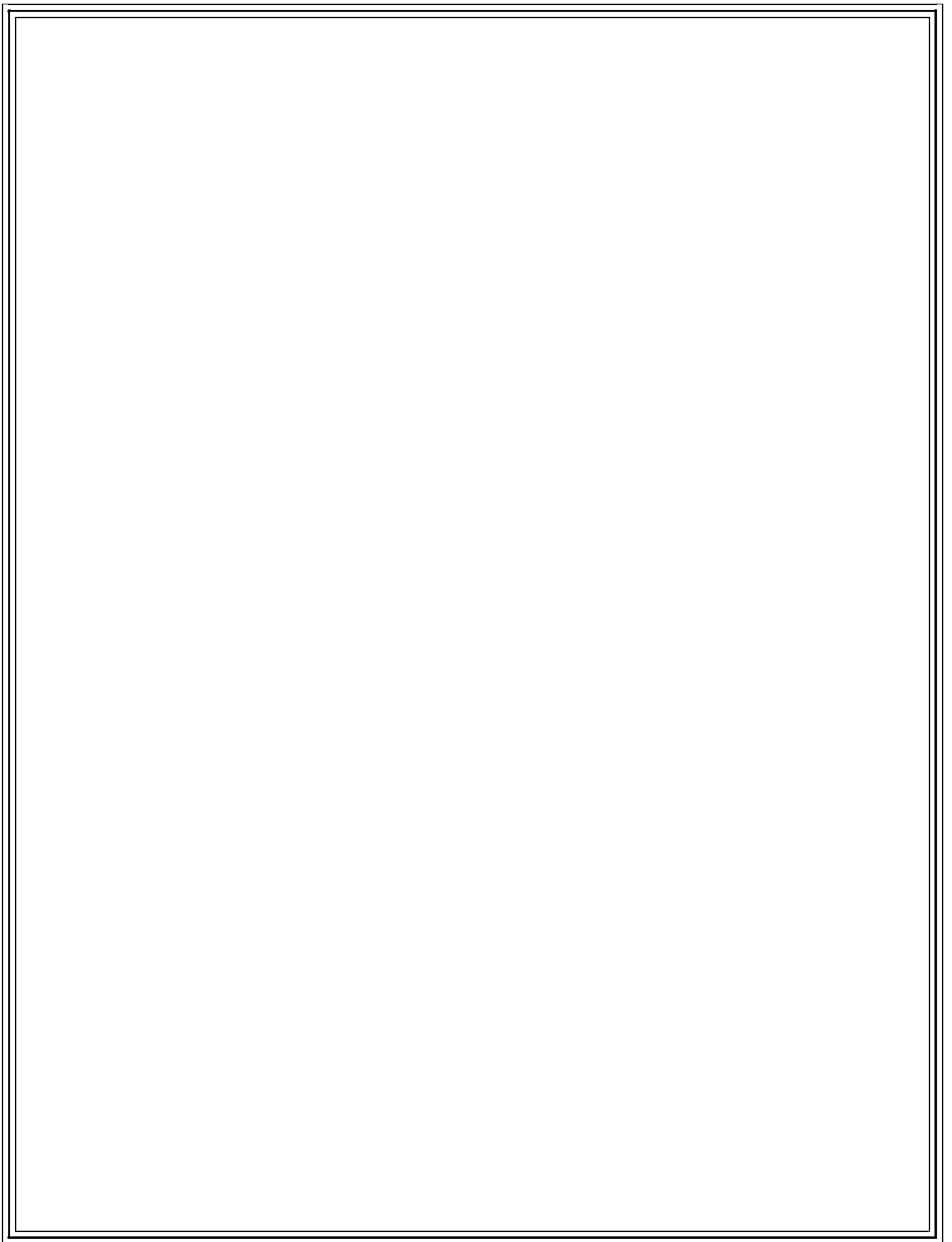




## *Lesson Notes*

1. Have students define the words listed under “Words to Know” either independently or together orally with the teacher.
2. Teachers and students should read and discuss any defined words and phrases or background notes included at the beginning of each lesson and discuss the pronunciation of any words as needed.
3. “Connecting the Conversation” questions and prompts were written to bridge the gap between chapter readings. They were designed to bring forth what students already know about a topic so that the new information can be connected to it.
4. Students should read each chapter independently or read it together with the teacher.
5. After reading, students should narrate. There are multiple narration suggestions for each chapter.
6. Any additional writing extensions, lessons in literary terms and active reading assignments can be added or omitted as it best fits the needs of your students.

Note: While many literary terms and opportunities to write are included in this reading guide, it is not expected that students should complete all of the additional assignments. Many lessons are offered, but this merely offers variety and flexibility. As always, quality should override quantity.



# Chapter Two

## Before the Reading

### Discussion

**palmer-** A palmer was a pilgrim, especially one returning from the Holy Land with a palm frond as a sign of his pilgrimage.

**Spanish jennet-** a Spanish horse noted for a smooth gait and good disposition. A palfrey, another reference to a horse, was a saddle-horse used for pleasure riding vs. a war horse used in battle. A palfrey was often a ladies riding horse. A courser, or charger, was a war horse, or a horse used in battle.

**Epigraph-** Read the epigraph selection by Chaucer.

**Connecting the Conversation-** Briefly describe Gurth and Wamba.

### Words to Know

- exhortation
- corpulent
- epicurean
- voluptuary
- obdurate
- ennui

## After the Reading

### Epigraph

Read the epigraph again. Does the theme suggested by it connect to the theme in this chapter? Explain this theme.

### Narration Suggestions

	Draw or paint a picture of any character from this chapter.
	Give an account of the group of travelers as they approach and then reach Wamba and Gurth.
	What is learned about Cedric and Rowena from the conversation between Prior Aymer and the Templar?
	Divide a sheet of paper into two halves by drawing a line down the middle. On one side write the words "Prior Aymer" and on the other side write the word "Templar". Write a list of descriptive points about each person. Be sure to include personality traits as well as physical descriptors.
	Write what you have noticed about Sir Walter Scott's style of writing so far. What do you like? What do you dislike?

# Chapter Three

## Before the Reading

### Discussion

**alderman-** An alderman was a person governing a kingdom, district, or shire as viceroy for an Anglo-Saxon king.

**thane-** A thane was a man who held land granted by the king or by a military nobleman, ranking between an ordinary freeman and a hereditary noble.

**Epigraph-** Read the epigraph selection from Thompson's Liberty.

**Connecting the Conversation-** Who is Prior Aymer? The Templar?

### Words to Know

- opulent
- sagacious
- physiognomy

## After the Reading

### Epigraph

Read the epigraph again. Does the theme suggested by it connect to the theme in this chapter? Explain this theme.

### Narration Suggestions

	Give an account of Cedric and the Great Hall.
	Choose your favorite description and narrate about it.
	Write a list of some examples of ways in which Cedric the Saxon is repressed or imposed upon by the Normans.
	Reflect on this chapter quietly for a few minutes after reading it. Do you feel that you understand something more fully? What is it that you understand better? Why do you think that you understand better now than before?
	Choose any quote from this chapter and read it aloud. What is interesting about it? Copy it into your copybook.

# Chapter Eleven

## Before the Reading

### Discussion

**Epigraph-** Read the epigraph selection from Shakespeare's *The Two Gentleman of Verona*.

**Connecting Conversation-** How is Gurth treated by Isaac? By Rebecca? How does he treat each of them?

### Words to Know

- dissolute
- errant
- scruples
- insolent
- scatheless
- dexterity
- rendezvous
- eminence
- injunction

## After the Reading

### Epigraph

Read the epigraph again. Does the theme suggested by it connect to the theme in this chapter? Explain this theme.

## Narration Suggestions

	Give an account of Gurth's encounters with the Captain and his gang.
	Should the Captain have allowed Gurth the opportunity to be fully released- both money and person?
	What does this chapter reveal about Gurth's personality and moral values?
	Narrate of the encounter between Gurth and the thieves from the perspective of the Captain.
	Compare the scene of Gurth and the thieves to any other historical or literary scene. Either write your comparison in prose (one paragraph for each scene) or tabulate a chart of your comparison. Be sure to give either work a title.
	<p>'Bethink thee, man,' said the Captain, 'thou speakest of a Jew-of an Israelite, as unapt to restore gold as the dry sand of his deserts to return the cup of water which the pilgrim spills upon them.' (Scott 106).</p> <p>Expand on this quote with your thoughts about its significance. Where might this stereotype originate? Are stereotypes specific to every person of that type? How can we wrong another by characterizing them by stereotype?</p>



## Working with Literary Terms

### ➤ Foreshadowing

**Foreshadowing** is when a literary work gives clues or hints about events that will occur further on in the story.

**Study the epigraph from Chapter 11:**

**Third Outlaw:** Stand, sir, and throw us that you have about ye:  
If not: we'll make you sit and rifle you.

**Speed:** Sir, we are undone; these are the villains  
That all the travellers do fear so much.

**Valentine:** My friends,—

**First Outlaw:** That's not so, sir: we are your enemies.

**Second Outlaw:** Peace! we'll hear him.

**Third Outlaw:** Ay, by my beard, will we, for he's a proper man.

(Scott 103)

How did the author's selection of this excerpt from *The Two Gentlemen of Verona* hint, or foreshadow, to the reader what might happen next? What did happen next?

Were there any other hints in this chapter, just before the event happened, that alluded to this?