

ADAM OF THE ROAD

LIVING LITERATURE SERIES

ELIZABETH JANET GRAY

A PERMA-BOUND PRODUCTION

TEACHER'S GUIDE

GUIDE WRITTEN BY BARBARA M. LINDE

SYNOPSIS

The story opens in June of 1294. Adam Quartermayne, an eleven-year-old boy, watches and waits for his father, Roger the minstrel, to return to the Abbey of St. Alban. Adam has been staying there for the past five months while his father is in France. For company Adam has his friend, Perkin, and his harp. Adam enjoys singing and playing, and plans to be a minstrel like his father. In addition, Adam has a red spaniel named Nick. Since he can't have the dog at the abbey, he boards Nick with a neighbor, Dame Malkin.

Roger finally arrives at the Abbey in late June and tells Adam he is now employed by Sir Edmund de Lisle, a wealthy nobleman. Roger is on his way to London with Sir Edmund, and takes Adam and Nick with him. They spend an enjoyable few months at the de Lisle house. Adam spends his time learning new songs and tumbling tricks from his father, and playing with the other boys who live there. Adam meets another minstrel, Jankin, who is to play a significant role in the next year of Adam's life.

Roger announces his plans to leave the de Lisle house in August. He and Adam set forth on foot, as Roger has lost his horse to Jankin in a gambling match. They soon encounter Jankin at an inn and discover that he has mistreated the horse and caused it to become lame.

Upon awakening the next morning, Roger and Adam discover that Jankin has left the inn with Nick, leaving them the lame horse. They immediately start out, on foot, to recover their stolen pet. Luckily, they meet up with a group of pilgrims who are able to give them some information as to Nick's whereabouts. Their search takes them to the town of Guildford. Adam spies Nick and Jankin and heads off down the lane after them. However, Roger doesn't see where Adam is going, and the two become separated.

Adam continues his search for Nick, following Jankin and the dog. He reaches the river's edge as the two are crossing the river on a ferry. Frantically, Adam dives in and swims across the river in pursuit. The current carries him downstream, and by the time he reaches the shore, Jankin and the dog are long gone. The ferryman and his wife befriend Adam, and give him food and shelter for the night. Instead of going on to Farnham, where Adam believes Jankin and Nick are headed, he takes the ferry back across the river to Guildford, where he believes Roger is looking for him. At the castle he discovers that Roger had been there the prior evening, but has since gone on to Farnham. The father and son missed each other because Adam was crossing the river by ferry as Roger was walking on the overland route across the bridge. Adam resolutely sets out for Farnham.

Adam next encounters Daun William of Dover, a merchant who is on his way to the Giles's Fair at Winchester. The merchant surmises that Jankin would also be on his way to the Fair, and that Roger is probably following that route as well. He

offers to let Adam accompany him and his servants. While riding through the King's forest, they are accosted by a robber knight and his band. Adam manages to escape by climbing a tree. After the robbers tire of searching for him and depart, Adam descends and goes to find the local sheriff. He is successful, and is able to give an accurate enough description of the robbers and the knight's crest to make identification possible. A posse is quickly formed and heads toward the knight's house. There they find Daun William, his servants, and all of his goods, but the robber knight has escaped. The sheriff and his men continue on their search for the robber, as Adam and Daun William continue on their way to Winchester.

Once they reach Winchester, Adam spends several days at Giles's Fair, asking all he meets if they have seen Nick or Roger. A little while later Adam sees a miracle play being performed at one of the churches. He climbs the wall of the churchyard to see better, and falls, injuring his head. When he awakens he finds himself in the care of the parish priest, Master Walter, and his sister, Dame Prudence. The injury has been severe, and Adam spends several weeks in bed, resting and healing. When he is well enough to get out of bed, Dame Prudence gives him new clothes and asks him to help the parish clerk with his duties. Reluctantly, Adam agrees. He works with the clerk, sings in the choir, and every day asks all he meets about Roger and Nick.

One day Adam meets a group of five minstrels. They are friendly, and they have seen Nick and Jankin within the past three weeks. They surmise that Roger will be on his way back to London and the de Lisle house for his Christmas duties. They are also on their way to London, and invite Adam to accompany them. He eagerly leaves the vicarage and heads for London.

The group arrives in the town of Guildford just after curfew, and they are mistaken for robbers. "The hue and cry" is raised, and the minstrels are pursued by a crowd of angry, frightened men. They all manage to escape, but not together. Adam is once again alone on his search. Now he is also without his harp, as the minstrels still have it.

Adam returns to the inn in Westhumble Lane where he and Roger had slept four months previously. He learns that Roger has, indeed, been looking for him. The innkeeper tells Adam that Roger is on his way to London, thinking that Adam will know to meet him there at the de Lisle house in time for Christmas. Adam sets off again, sure he will soon find Roger, and that they together will find Nick.

When Adam reaches the de Lisle house he learns that Sir Edmund has been sent to Wales by the King, and Roger has gone with him. Roger has left a message for Adam with the bailiff. He is to stay at the de Lisle house and wait for his father's return. Adam complies, and spends his time in the company of the bailiff's son, Matthew. It is during one of his outings to ice skate that Adam encounters Jankin. Jankin tells Adam that Nick ran away from him nearly two weeks ago, near St. Alban's.

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Adam believes Nick has returned to Dame Malkin's house looking for him. He sets off for Dame Malkin's, sure that he will find Nick.

From Dame Malkin Adam learns that his old friend, Perkin, has taken the dog with him to the school at Oxford, hoping that Adam will visit him there. So Adam sets forth once again, wearing the soles of his shoes through on the journey.

At last Adam meets up with Perkin and is reunited with Nick. Adam offers to stay with Perkin's family and help with the plowing. In return, they provide him with new clothes and a new pair of shoes. The local miller gives Adam his set of bagpipes. At first Adam is disappointed, but then realizes the instrument does give him more credibility as a minstrel. When the plowing is finished in April, Adam, accompanied by Nick and the bagpipes, leaves to visit Perkin at Merton College in Oxford.

When the Warden of the school sends for Adam and Perkin, they fear that they are in trouble because Adam stayed the night there without permission. Upon entering his office, a welcome sight greets Adam. Roger is there waiting for him! Although Adam and his father are overjoyed at seeing each other, they merely shake hands in front of the Warden. The Warden offers Adam a place at the school, but Adam politely declines and announces his intention of staying on the road with his father. Roger gives his approval, and ends with the comment, "You have done well, son."

AUTHOR SKETCH

Elizabeth Janet Gray was born on October 6, 1902, in Philadelphia, Pennsylvania. Her mother was a Quaker and her father a Scotsman. She was educated at the Germantown Friends School in Philadelphia. At the age of thirteen she had a moral story for children accepted by *The Young Churchman*. Elizabeth was especially pleased to note that the editor assumed she was an adult, and addressed her as Mrs. Gray.

From ages sixteen to twenty Elizabeth attended Bryn Mawr College near Philadelphia. She then took on various odd jobs, grading papers and writing short stories, and, she recounts, "cynically papering part of the wall of my bedroom with rejection notices."

After a year she registered with a teachers' agency and began teaching high school in a New Jersey seashore resort town. It was here that she found the time and motivation to begin writing.

The following year Elizabeth attended Drexel University in Philadelphia to earn a degree in library science. One of her books was accepted for publication, and thus began her long friendship with her editor, May Masee. She continued with a year of library work and another year of teaching, and then married Morgan Vining. They lived and taught at the University of North Carolina until Vining's untimely death in an auto accident in 1933. Elizabeth then returned to Philadelphia to live with her mother and sister. During the Second World War she joined the staff of the Friends Service Committee and wrote articles about their work in various parts of the world. During and after the war she continued writing, and also served for a time as an English tutor to the Crown Prince of Japan. She wrote *Adam of the Road* after a school teacher friend told her she was having difficulty finding good material on medieval England.

Mrs. Gray Vining has received many awards including the Newbery Award in 1943 for *Adam of the Road*, and the Herald

Tribune Spring Festival Award for *Sandy* in 1945. In addition she has received fourteen honorary degrees from schools including Tufts, Lafayette College, and Haverford College.

Elizabeth Janet Gray Vining lives in Kennett Square, Pennsylvania.

CRITIC'S CORNER

Elizabeth Janet Gray is a born storyteller and a careful historian. She has effectively recreated scenes from life in thirteenth century England. Her tale contains authentic details of every day life that make history convincing. The minstrels, jugglers, plowmen, and nobles she writes about are as real as people today. Her style is simple and the vocabulary well explained in the context, making it easy to understand even without much background knowledge about the Middle Ages in England. This book should be especially appealing to middle school-aged boys.

GENERAL OBJECTIVES

1. To demonstrate understanding of the following comprehension skills:
 - identify main ideas
 - recall details
 - predict outcomes
 - discuss character traits
 - place events in sequence
 - identify cause-effect relationships
 - draw conclusions
 - compare and contrast
2. To identify point of view in a novel
3. To respond to literature through pupil involvement in story enactment, mapping, and writing activities
4. To use context, word structure, decoding, and dictionary reference to identify new words
5. To identify and discuss story elements

SPECIFIC OBJECTIVES

1. To use maps to trace the route followed by Adam
2. To create a time line showing the major events in the story
3. To develop character sketches of Adam, Roger, and Jankin
4. To compare and contrast Adam's life with that of an eleven-year-old boy today
5. To use information from the story to understand every day life in medieval England

MEANING STUDY

The following are words or phrases that have a specific meaning within the story. Using the context and a dictionary, help students understand the meaning for each. To help find the passage in the book, chapter and page numbers are given.

1. daunted (Ch. 1, p. 13)
(discouraged)
2. minstrel (Ch. 1, p. 13)
(a wandering musician of the Middle Ages, who usually played and sang folk tales, not church music)
3. pottage (Ch. 1, p. 13)
(a thick soup or stew)
4. Lent (Ch. 1, p. 14)
(a Christian season of fasting and self-denial occurring the

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40 days, not including Sundays, from Ash Wednesday to Easter)

5. tousleheaded (Ch. 1, p. 15)
(untidy or mussed-up hair)
6. franklins (Ch. 1, p. 16)
(farmers who own much land)
7. burgesses (Ch. 1, p. 16)
(officials having many legal powers)
8. the language of the court folks (Ch. 1, p. 16)
(It was common in medieval England for the learned people and members of the court to speak French. Not many of the common folk spoke or understood the language.)
9. parchment (Ch. 1, p. 17)
(the skin of an animal, usually a sheep or goat, prepared as a surface for writing or painting)
10. coif (Ch. 2, p. 22)
(a cap that fits the head closely)
11. almoner (Ch. 2, p. 23)
a person who dispenses charity, benefits, or blessings)
12. "Summer is i-cumen in" (Ch. 22, p. 303)
(a round for four voices, the earliest known piece of secular vocal music, composed in England around 1240)
13. heath (Ch. 2, p. 31)
(an open area overgrown with low, hardy evergreens)
14. comfits (Ch. 4, p. 44)
(fruit or root preserved with sugar and dried)
15. tilting at the quintain (Ch. 6, p. 73)
(thrusting a lance at a target composed of an upright post and a crosspiece)
16. squire (Ch. 7, p. 83)
(a young man of high birth who served a knight as an attendant)
17. mantle (Ch. 8, p. 99)
(a cloak or loose, sleeveless garment worn over other garments)
18. gesticulating (Ch. 8, p. 99)
(gesturing or moving the hands for emphasis)
19. garth (Ch. 8, p. 101)
(a yard, court, or garden)
20. woad (Ch. 8, p. 105)
(a plant grown in Great Britain for the blue dye extracted from its leaves)
21. distaff (Ch. 9, p. 114)
(the staff from which thread is drawn in spinning)
22. spindle (Ch. 9, p. 114)
(a round wooden rod, tapering toward each end, for twisting thread into the fibers pulled from the material on the distaff)
23. ingots (Ch. 10, p. 130)
(masses of metal cast into the shape of bars or blocks)
24. pardoner (Ch. 10, p. 131)
(in Medieval times, a person authorized by the church to sell indulgences, or freedom from the punishment due in purgatory for a sin)
25. villein (Ch. 14, p. 180)
(a peasant who was regarded as a freeman to all but the noble to whom the peasant was bound as a serf)
26. miracle play (Ch. 16, p. 209)
(a simple play based on a story from the Bible and told either in Latin or in the language of the people, used as a

means of religious and moral instruction)

27. raising the hue and cry (Ch. 18, p. 246)
(in English common law, the practice of alerting others with horns and voices to the presence of a criminal)
28. chilblains (Ch. 19, p. 255)
(painful itching, swelling, and redness of the hands and feet, caused by exposure to extreme cold)
29. wyvers (Ch. 20, p. 272)
(dragons with wings, two legs, and barbed tails)
30. vetches (Ch. 20, p. 273)
(short, leafy plants of the pea family)
31. freeholder (Ch. 21, p. 285)
(an owner of a piece of land with the right to pass it on through inheritance)
32. byre (Ch. 22, p. 298)
(a cow barn)

COMPREHENSION STUDY

Answer the following questions in your own words. There is not always a right answer. Your judgement is important. You should be able to defend your answers with quotations from the novel.

Questions 1-5 Literal Level

1. What is the length of time that the story covers?
(The story begins in May of 1294, and continues through April of 1295.)
2. What languages does Adam speak? (pp. 16, 17)
(English, Latin, and French)
3. What is the setting of the story?
(England in the year 1294.)
4. How did the robber knight escape from his home? (p. 188)
(He went out through the postern when he heard the group coming.)
5. Who is telling the story?
(The story is told from the point of view of a third person, omniscient author.)

Questions 6-11 Interpretive Level

6. Were you able to predict some of the events in the story?
(You may want to ask the students to make predictions and then read to confirm them throughout the novel.)
7. Why were minstrels an important part of medieval society?
(The minstrels provided one of the few forms of entertainment available at the time. Since they traveled from place to place, they also spread news and delivered messages.)
8. Why did the Church disapprove of the tales and songs told by the minstrels?
(The Church disapproved of the secular influence of the minstrels.)
9. Why were Roger and Adam so formal when they finally were reunited in the Warden's office?
(Answers will vary. Perhaps they did not consider it proper to display affection in front of others.)
10. Why didn't Adam and Hugh like each other when they first met?
(Answers will vary.)
11. In Chapter Eight, on page 104, why doesn't Roger want to tell Jankin where they are going next?
(Answers will vary. Roger probably didn't trust Jankin, and suspected some kind of trouble. It is also possible that he

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didn't want the competition from another minstrel.)

Questions 12-16 Critical Level

12. Do you think it was appropriate for Adam to travel alone the way he did?
(Certainly not by today's standards. However, it was more acceptable then. Accept reasonable answers.)
13. If you were writing the story, how would Roger and Adam act when they were reunited in the Warden's office?
(Accept reasonable answers.)
14. Compare and contrast Adam's life with that of an eleven- or twelve-year-old boy today.
(Adam had much more freedom and responsibility than most boys today. He also had to fend for himself more than today's children. While Adam had the survival skills he needed, he lacked in academic preparation.)
15. Does the author make Adam's tale believable? What parts, if any, would you change to make it more believable?
(Answers will vary.)
16. What else could Roger and/or Adam have done when they first became separated?
(Answers will vary.)

Questions 17-21 Creative Level

17. What else could Adam have done when he first saw Nick with Jankin?
(Answers will vary.)
18. Would you enjoy a life like Adam's?
(Answers will vary.)
19. If you were alive during the thirteenth century, what occupation would you like to have?
(Answers will vary.)
20. Read Roger's statement about a road on page 52. Write your interpretation of this statement.
(Answers will vary.)
21. What will Roger and Adam do next?
(Answers will vary.)

ACROSS THE CURRICULUM

Language Arts

1. Compile a list of the collective nouns used in the story (a blush of boys, a bevy of girls.) Find more collective nouns to add to the list. Illustrate five of them.
2. Make a timeline showing where Adam went and how long he stayed at each place.
3. Write a newspaper article based on one of the events in the story. Events such as Adam swimming the river, the hearing at the Court of the Dusty Feet, the robbery of Daun William, or raising the hue and cry would be appropriate. Compile the various articles into a short newsletter to distribute to the students.
4. Make a series of journal entries from the point of view of Roger, Adam, or Nick. Read these to a partner or to the whole class.
5. Write a play, similar to a miracle play, that is designed to teach a lesson or tell a story. Perform it for another class.

Math

1. Use the scale of miles on a map of England to determine the distances Adam traveled. Calculate the total distance

he traveled, as well as the shorter distances between various stopping points.

2. Develop several word problems based on the book. (For example, if Adam walks ten miles per day, how many days will it take to walk from London to Oxford?)
3. Research the monetary system used in England during the thirteenth century.
4. Create a price list for the inn at Westhumble Lane. Include the fees for lodging, meals, laundry, etc.

History/Social Studies

1. Research the feudal system in England. Draw a chart showing the organization of the system, from king to peasant.
2. Research the development and use of a coat of arms. Create a personal coat of arms.
3. Research the role of children in medieval society. Compare and contrast this with the role of children today.

Foreign Language

1. Make a list of all of the Latin terms used in the book. Translate them into English.
2. Make a list of other Latin terms that are in use today. Translate them into English.
3. Look for other words that contain Latin root, prefixes, or suffixes. Make a chart to show how the word part contributes to the meaning of the word.
3. Learn a simple song, such as *Frère Jaques*, in French.

Art

1. Create a missing dog poster for Adam to use to advertise Nick's disappearance.
2. Create a sketch and description of Adam that Roger could use in his search for Adam.
3. Draw a costume for a minstrel.
4. Use an encyclopedia or art history book to find costumes and artwork from the Middle Ages.
5. Construct a medieval town using poster board, etc. Or, assemble one of the die-cut commercially packaged models of a medieval town or castle.

Music

1. Listen to recordings of old English ballads and/or Latin chants.
2. Trace the development of an instrument such as the harp from its early days to its present form.

Health

List the various foods mentioned in the story. Discuss the average diet of the times, and whether or not it was balanced according to today's standards.

STUDENT INVOLVEMENT ACTIVITIES

1. Dramatize various scenes from the story.
2. Learn to sing a folk song, or tell a tale as Adam and Roger would have done.
3. Create an illustrated dictionary of terms from the book that were in common use in the Middle Ages. Include the names for articles of clothing, and people at various levels of society.
4. Create a time line showing the dates of all of Adam's stops.

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5. Write a TV or radio commercial that Roger and Adam could use to advertise their services.
6. Write a poem, rap, or song describing Adam's adventures.
7. Develop a Reader's Theater adaptation of a section of the book.
8. Work with a partner. Read favorite sections of the book aloud to each other.
9. Research another time in history. Write about what life was like then.
10. Dramatize the scene at the Court of the Dusty Feet. Have attorneys to represent Jankin and Roger. Have several students serve as jurors, and appoint a judge. Have the jury give its verdict.

ALTERNATE ASSESSMENT

1. Create character poems based on the names of at least three of the characters. Write the character's name vertically on a piece of paper. Next to each letter, write a word or phrase beginning with that letter and describing the character.
2. Keep a reader's response log while reading the book. Write responses either after daily reading or at the end of each chapter.
3. Develop a series of story maps. Make a map for each chapter of the book. Compile the maps in a folder or booklet. Refer to the maps to write a summary of the story.
4. Play a game similar to *Pictionary*. Students take turns making simple line drawings of scenes from the story. Other students must find the appropriate reference in the book, state chapter and page, and read the reference aloud. The student with the correct answer is the next to draw.

OTHER BOOKS BY ELIZABETH JANET GRAY

Meredith's Ann (1929)
Tilly-Tod (1929)
Meggy MacIntosh (1930)
Tangle Garden (1932)
Janet Hope (1933)
Beppy Marlowe of Charles Town (1936)
Young Walter Scott (1938)
Penn (1938)
Contributions of the Quakers (1939)
The Fair Adventure (1940)
Anthology with Comments (1942)
Sandy (1945) (under the name Elizabeth Gray Vining)
Windows for the Crown Prince (1952)
The World in Tune (1954)
The Virginia Exiles (1955)
Friend of Life: The Biography of Rufus M. Jones (1958)
The Cheerful Heart (1959)
Return to Japan (1960)
I Will Adventure (1962)
Take Heed of Loving Me (1963)
Flora, A Biography (1966)
I, Roberta (1967) (under the name Elizabeth Gray Vining)
Quiet Pilgrimage (autobiography) (1970) (under the name Elizabeth Gray Vining)
The Taken Girl (1972)

RELATED READING

Chaucer, Geoffrey. *The Canterbury Tales*.
Chaucer, Geoffrey, adapted by Barbara Cooney. *Chanticleer and the Fox*.
Walt Disney Editor Productions. *The Sword in the Stone* (video and book.)
Farré, Marie. *Long Ago in a Castle*.
O'Dell, Scott. *The Road to Damietta*.
Osband, Gillian, and Robert Andrew, *Castles: A Three-Dimensional Exploration*.
Sheehan, Patty. *Gwendolyn's Gifts*.
Twain, Mark. *A Connecticut Yankee in King Arthur's Court*.
White, T. H. *The Once and Future King*.

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Compton, F. E. and Company. *Pictured Encyclopedia and Fact-Index*, Vols. 9, 11. Chicago: William Benton, 1964.
Cullinan, Bernice, ed. *Invitation to Read: More Children's Literature in the Reading Program*. Newark, Dela.: International Reading Association, 1992.
Heller, Ruth. *A Cache of Jewels and Other Collective Nouns*. New York: Scholastic, 1987.
Reed, Arthea. *Comics to Classics: A Parent's Guide to Books for Teens and Preteens*. Newark, Dela.: International Reading Association, 1988.
"Vining, Elizabeth Gray." *Contemporary Authors New Revision Series*. Vol. 7, Detroit: Gale, 1982.

STORY MAP

To summarize the story, have the students complete the story map. Cut out pieces and arrange them on another piece of paper in a way that will help the students remember the events in the story.

**Main Idea
(Problem & Solution)**

Characters

Setting

Details

Blank lines for writing details.

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VOCABULARY TEST

Complete the sentences below with vocabulary found in the story. Write the correct word on the line.

byre
chilblains
coif
comfits
daunted
distaff

gesticulating
heath
ingots
minstrel
miracle play

parchment
pottage
spindle
squires
tousleheaded

1. Adam's hands were so swollen and sore with _____ that he could not play his harp.
2. Roger took from his wallet the roll of _____ that he wanted Adam to read.
3. When Roger did not come, Adam was disappointed but not _____.
4. Adam bit the end of one of the _____ and found that it was sweet and spicy.
5. The men of law were walking up and down, talking and _____.
6. The cow was thin because she had spent the winter in the _____.
7. The Britons had brought their _____ of tin from Cornwall.
8. The boys ate their meat and _____ in silence.
9. The boys talked about the _____ and which would become a knight first.
10. The mother sat with her _____ and _____, twisting wool into thread.
11. Adam was _____ and snub-nosed, with honest and twinkling gray eyes.
12. Adam climbed on top of the wall to watch the _____.
13. Adam wanted to be a _____ like his father.
14. The de Lisle train was coming in over the _____.
15. Perkin was wearing a linen _____ tied under his chin.

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COMPREHENSION TEST A

Part I: Identification (20 points)

Identify the character who is described below. Choose from the list of names that follows. You will have some names left over.

Sir Adam Gurdon
Matthew
Lawrence de Vesey
Hugh
Daun William

Dame Malkin
Nick
Perkin
Master Walter
Lady Richenda

Gunnilda
Jankin
Dame Clarice
Cuthbert
Sir Robert de Rideware

- _____ 1. He is Adam's best friend at St. Alban's. Later, he keeps Nick until Adam can recover him at Oxford.
- _____ 2. He is another minstrel. He wins Roger's horse in a game of dice, then steals Nick.
- _____ 3. He and his sister, Dame Prudence, take care of Adam when he falls off the wall.
- _____ 4. She is Perkin's mother. She makes a new surcoat for Adam.
- _____ 5. This merchant is captured by a band of robbers. Adam is instrumental in his rescue.
- _____ 6. This kind woman takes care of Nick while Adam is staying at St. Alban's. Nick later returns to her cottage in search of Adam.
- _____ 7. This minstrel steals food to feed his hungry family.
- _____ 8. Although Adam and this page at the de Lisle house didn't like each other at first, they later become friends.
- _____ 9. Adam appeals to this bailiff to rescue Daun William and his companions.
- _____ 10. He kept Adam company at the de Lisle house during the Christmas season.

Part II: Match the Settings (20 points)

Match the setting with the event that took place there.

- | | |
|-------------------------|--|
| 1. Hog's Back | _____ a. Perkin's family lives here. |
| 2. Winchester | _____ b. location of Sir Edmund de Lisle's town house |
| 3. The Strand | _____ c. Adam meets Daun William of Dover. |
| 4. Guildford | _____ d. Adam attends school while Roger is in France. |
| 5. Farnham | _____ e. Daun William is robbed. |
| 6. Ewelme | _____ f. Roger crosses the bridge as Adam is riding the ferry. |
| 7. Westhumble Lane | _____ g. Nick is stolen. |
| 8. St. Michael's Church | _____ h. Adam and Roger are separated. |
| 9. The King's Forest | _____ i. Adam falls while watching the play. |
| 10. St. Alban's | _____ j. location of Giles's Fair |

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COMPREHENSION TEST B

Part I: Multiple Choice (20 points)

Choose an answer to complete each statement below.

- _____ 1. Adam went to the Abbey at St. Alban's
 - a. to learn to play the harp.
 - b. while Roger was in France.
 - c. to help the clerk.

- _____ 2. Adam silenced the boys at St. Alban's who made fun of his dialect by
 - a. turning cartwheels.
 - b. fighting with them.
 - c. speaking to them in French.

- _____ 3. Adam left Nick with Dame Malkin because
 - a. the dog was not allowed at St. Alban's.
 - b. Dame Malkin needed a watchdog.
 - c. Nick was injured and needed to rest.

- _____ 4. Adam first attracted Margery's attention by
 - a. doing magic tricks.
 - b. standing on his head.
 - c. knocking on the door of the carriage.

- _____ 5. As a reward for his good service, Sir Edmund gave Roger
 - a. a new viol.
 - b. a gold coin.
 - c. the horse, Bayard.

- _____ 6. Jankin took Nick
 - a. because he was angry that the horse went lame.
 - b. to play a joke on Adam.
 - c. in trade for a pair of shoes.

- _____ 7. Roger and Adam became separated at Guildford because
 - a. Adam stopped for a swim in the river.
 - b. Roger walked too fast and Adam couldn't keep up.
 - c. Roger didn't see Adam run down the lane after Nick.

- _____ 8. Daun William liked Adam because
 - a. Adam reminded him of his own son.
 - b. Adam sang William's favorite song.
 - c. Adam taught William to play the harp.

- _____ 9. If strangers in a town were out after curfew,
 - a. they could be fined ten pennies.
 - b. they could get arrested.
 - c. they had to stay outside all night.

- _____ 10. Dame Prudence gave Adam new, dark colored clothes
 - a. because he lost his old ones.
 - b. as a Christmas present.
 - c. so he would be dressed as a Christian.

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Part II: Short Answers (20 points)

Supply an answer to each of the questions.

- _____ 1. In which language were school lessons at St. Alban's conducted?
- _____ 2. How long were Adam and Roger looking for each other after their separation at Guildford?
- _____ 3. What instruments did Adam play?
- _____ 4. What jobs did Adam do at St. Michael's?
- _____ 5. How did Adam identify the robber knight?
- _____ 6. Where did Roger travel with Sir Edmund at Christmas time?
- _____ 7. How did Adam cross the River Wey the first time?
- _____ 8. How many times did Adam stop at the inn in Westhumble Lane?
- _____ 9. What game did Hugh and the other boys at the de Lisle house enjoy playing?
- _____ 10. What was Adam doing when he collided with Jankin?

Part III: Sequence (20 points)

Put the following in the order in which they happened in the story.

- _____ Roger loses Bayard to Jankin.
- _____ Adam helps rescue Daun William.
- _____ Adam makes his second visit to the inn in Westhumble Lane.
- _____ Roger and Adam go to the de Lisle house together.
- _____ Adam looks for Roger and Nick at Giles's Fair.
- _____ Adam asks Dame Malkin to keep Nick.
- _____ Adam visits Perkin at the school in Oxford.
- _____ Roger and Adam meet Jankin at the wedding.
- _____ Adam stays with Master Walter and Dame Prudence.
- _____ Roger and Adam begin their walk to London.

Part IV: Essay (40 points)

Answer two of the three questions. Use quotations from the book to support your answer.

1. Describe Adam's personality and character.
2. Why did Adam and Roger have so much difficulty finding each other after they became separated?
3. Would Roger be considered a good father by today's standards?

ADAM OF THE ROAD

ANSWER KEY

Vocabulary Test

- | | |
|------------------|----------------------|
| 1. chilblains | 9. squires |
| 2. parchment | 10. distaff, spindle |
| 3. daunted | 11. tousleheaded |
| 4. comfits | 12. miracle play |
| 5. gesticulating | 13. minstrel |
| 6. byre | 14. heath |
| 7. ingots | 15. coif |
| 8. pottage | |

Comprehension Test A

Part I: (20 points)

- | | |
|------------------|----------------------|
| 1. Perkin | 6. Dame Malkin |
| 2. Jankin | 7. Lawrence de Vesey |
| 3. Master Walter | 8. Hugh |
| 4. Gunnilda | 9. Sir Adam Gurdon |
| 5. Daun William | 10. Matthew |

Part II: Matching (20 points)

- | | |
|------|-------|
| 1. f | 6. a |
| 2. j | 7. g |
| 3. b | 8. i |
| 4. h | 9. e |
| 5. c | 10. d |

Part III: True/False (20 points)

- | | |
|------|-------|
| 1. F | 6. T |
| 2. F | 7. T |
| 3. T | 8. F |
| 4. F | 9. T |
| 5. F | 10. T |

Part IV: Essay (40 points)

Answers will vary.

Comprehension Test B

Part I: Multiple Choice (20 points)

- | | |
|------|-------|
| 1. b | 6. a |
| 2. c | 7. c |
| 3. a | 8. a |
| 4. b | 9. b |
| 5. c | 10. c |

Part II: Short Answers (20 points)

1. Latin
2. from late August until April
3. harp and bagpipes
4. sweep the church, polish the candle sticks, sing with the choir
5. by the crest on his helmet
6. to Wales
7. he swam
8. two
9. tilting at the quintain
10. ice skating

Part III: Sequence (20 points)

1. Adam asks Dame Malkin to keep Nick.
2. Roger and Adam go to the de Lisle house together.
3. Roger and Adam meet Jankin at the wedding.
4. Roger loses Bayard to Jankin.
5. Roger and Adam begin their walk to London.
6. Adam helps rescue Daun William.
7. Adam looks for Roger and Nick at Giles's Fair.
8. Adam stays with Master Walter and Dame Prudence.
9. Adam makes his second visit to the inn in Westhumble Lane.
10. Adam visits Perkin at the school in Oxford.

Part IV: Essay (40 points)

Answers will vary.



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