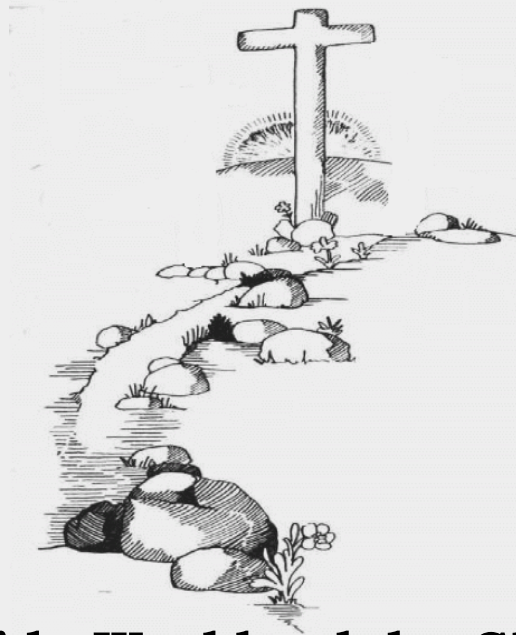


# Otto of the Silver Hand

By Howard Pyle

**Mini-Guide for Middlers –  
6th-9th Grades**



**Mini-Guide Workbook by Chris Roe**



Copyright © 2007; updated 2024 Christian Novel Studies All rights reserved.

## What is a Mini-Guide?

Christian Novel Studies is committed to providing literature-based materials with a Christian perspective at affordable prices. Mini-guides are used in home schools, co-ops, and traditional schools.

In our family's decade of homeschooling, we used a variety of literature studies. Although our children love to read, they did not enjoy reading and studying a book for six to eight weeks; this dislike of long studies has been confirmed by other parents and teachers.

In a mini-guide students learn more about a book than is possible from a quick read-through, but the study is not so long that it becomes tedious. Ten sections are provided, so it is possible to finish it in two weeks by reading and completing the work for one section each day. If you want to take longer, students may read one day and complete the work the next day. In this way, the book will be read and the guide will be completed in about four weeks.

This guide includes:

- vocabulary activities
- discussion questions
- reading activities –  
Students will: write notes about the use of colors and sounds, locate places on maps, read biographical information about the author, describe illustrations, create a character diagram, read historical information, fill in Pro and Con Charts, formulate a conclusion, write a descriptive sentence(s), and locate named kingdoms on a map.  
Students will learn about: metaphor, alliteration, antonyms, synonyms, similes, an idiom, onomatopoeia, and a motto.
- related activities
- life applications/Bible
- web links
- a crossword puzzle
- an answer key
- activities that are able to be used as assessments:
  - ◆Afterword: Review Vocabulary Puzzle and Reading Activity
  - ◆Additional Activities: Review Activity and Life Applications/Bible

The mini-guide for *Otto of the Silver Hand* adds depth to a study of world history during the Middle Ages.

## Suggestions for Using This Mini-Guide

Although this mini-guide was designed for reading instruction for two weeks, use a time frame that fits your homeschool or classroom schedule. Supplies and web links\* are highlighted in yellow.

**\*Note: Students should always be supervised by an adult when working on the Internet.**

Students will find answers to the discussion questions in the text; encourage them to locate specific answers. When a discussion question begins with the word *think*, however, the answer must be deduced because the complete answer will not be found in the book. Some answers in the Answer Key are possible answers; accept all answers that are able to be supported by evidence from the book. In the Life Application sections, students are encouraged to apply concepts presented in the book in their own lives.

In our family we enjoyed having an extravaganza day when we completed a unit or a book. Sometimes we dressed like people in the time period, prepared and ate foods from the past, played games, worked on art projects, and/or watched a movie related to the book or time period (if one was available).

Contact CNS with feedback or comments about this guide.

— Chris Roe

The page numbers in this mini-guide are from the Dover Publications, Inc. edition of *Otto of the Silver Hand* (1967 – ISBN #978-0-486-21784-0).

The guide contains the following to enable readers to use the guide with all editions:

- sentences
- Word Lists
- location descriptions

Several copies of the book are available on loan from Internet Archive; the link for one copy:

<https://archive.org/details/ottoofsilverhand0000pyle>

The loan period is one hour, but the book may be checked out repeatedly (pending availability).



Another link for the book:

<https://www.gutenberg.org/ebooks/2865>

**Copyright © 2007; updated 2024 Christian Novel Studies  
All rights reserved.**

**Permission is granted to the purchaser to print a copy of this guide  
for his/her personal or classroom use only.**

**Prohibited activities include: school-wide and/or district-wide distribution,  
commercial printing or lending.**

**Transmitting or uploading a digital copy of this work is strictly prohibited.**

**E-mail: [cnsroe@gmail.com](mailto:cnsroe@gmail.com)**

**Website: [www.christiannovelstudies.com](http://www.christiannovelstudies.com)**

**Facebook: [www.facebook.com/christiannovelstudies](https://www.facebook.com/christiannovelstudies)**

**[www.teacherspayteachers.com/Store/Christian-Novel-Studies](http://www.teacherspayteachers.com/Store/Christian-Novel-Studies)**

**Affordable Literature-Based Materials**

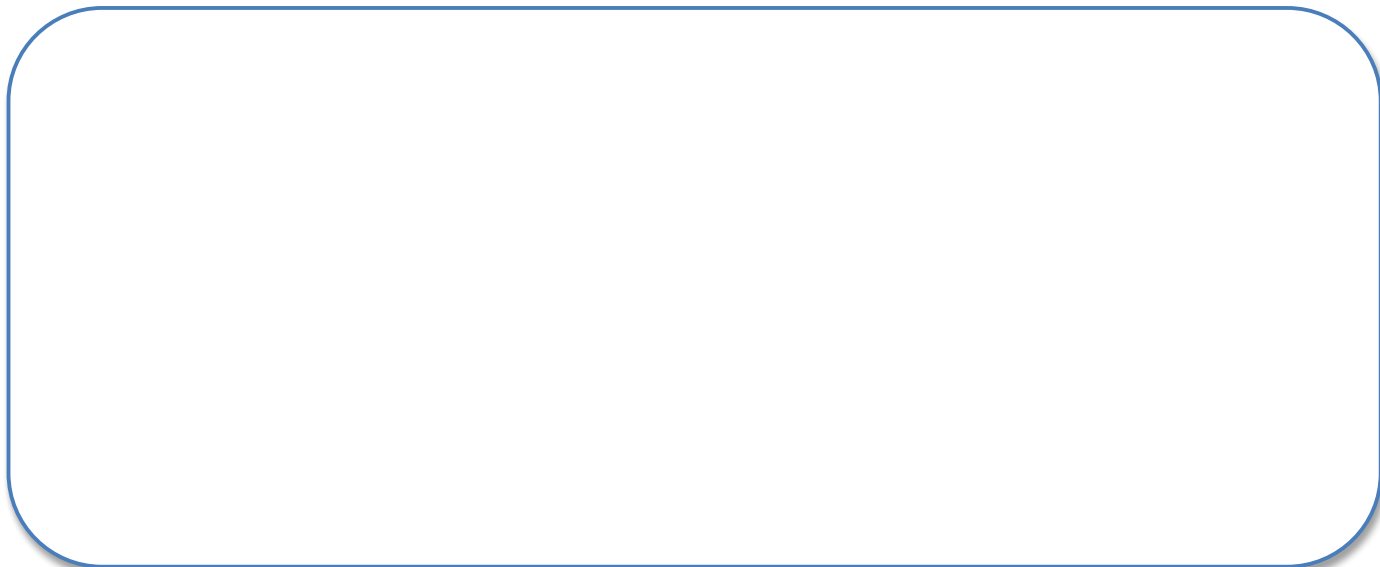


## Pre-Reading (PR)/During Reading (DR) Questions and Activities

1. Read the information on the copyright page (the page printed on the back of the title page). When was this book first published? (PR)

---

2. Read the Foreward. How does Howard Pyle describe the dark (or middle) ages? Draw a diagram that visually depicts the three eras he describes. Add Mr. Pyle's words to the diagram. Draw in the box: (PR)



3. Answer the questions from the information presented in the Foreword: (PR)

- Although “the world’s life then was so wicked and black,” what remained?

---

---

---

---

---

- Howard Pyle uses a metaphor to describe Otto’s life – it “was a stony and a thorny pathway.” In a metaphor one thing becomes another for the purpose of comparison. *Think*: What does this metaphor mean?

---

4a. Mr. Pyle says “it is well for us nowadays that we walk it in fancy and not in truth.” What does this sentence mean? Look up the word *fancy* in a **dictionary** if you are unsure of its meaning. (PR)

---

---

b. The word *truth* or *truths* is used three times in the Foreward. Look up this word in a **dictionary**. It is interesting to note that the word *truth* is found many times in the New Testament.

Truth: \_\_\_\_\_

---

A fascinating verse is John 18:37. Read this verse and answer the question: According to John 18:37, why did Jesus come? (PR)

---

c. As you are reading *Otto of the Silver Hand*, use a **concordance** to look up verses in the New Testament that contain the word *truth*. Copy some of the verses in the box (see the next page) – and work on memorizing some of the verses. (DR)

Jesus answered “ ... For this I was born and for this I came into the world, to testify to the truth. Everyone who belongs to the truth listens to my voice.”

John 18:37

# Seek the Truth...

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

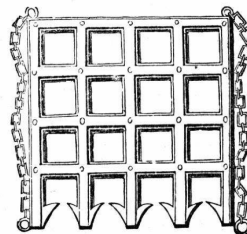
---

---

## Chapters I and II

### Vocabulary:

1a. After reading the chapters, reread the sentence that contains the word **portcullis** (pg. 3 – second sentence of the book). Look up the word in a **dictionary** and examine the sketch:



b. The definition of a **bartizan** (pg. 4 – third paragraph of the book) is provided. What is a **bartizan**?

c. Reread the sentence that contains the words **bascule** and **chasm** (both on pg. 3). Use context clues to figure out the meanings.

Bascule: \_\_\_\_\_

Chasm: \_\_\_\_\_

d. Point out the **portcullis**, the **bascule**, the **chasm**, and the **bartizan** on the sketch on the first page of the book.

2. Four words in the box are adjectives; one is a noun. Use the clues to determine which word to write on each blank line; write an *n* or an *a* after the vocabulary word to indicate whether it is a noun or an adjective:

<b>squalid</b> (pg. 4)	<b>vile</b> (pg. 4)	<b>rude</b> (pg. 4)
<b>chine</b> (pg. 11 – first page of Chapter II)	<b>slatternly</b> (pg. 12)	

a. This word means dirty or untidy: \_\_\_\_\_

b. Two words describe the living places (called hovels or huts) of the peasants.

One is a four-letter word that means extremely unpleasant: \_\_\_\_\_.

The other word means filthy: \_\_\_\_\_

c. This word refers to the piece of an animal's backbone with the meat on it: \_\_\_\_\_

d. In this context the word means roughly built: \_\_\_\_\_

### Questions:

1. What stood clustered in the lap of the hills around Castle Drachenhausen?

---

---

---



2. Fill in the blanks and answer the question: Schwartz Carl kept watch on the gray road – for the Lord of Drachenhausem was a \_\_\_\_\_ .  
What did he do?

---

---

---

---

3. What did the Baroness want the Baron to do? Why?

---

---

---

---

---

4. How did the Baroness feel about the spoils the men brought back?

---

Reading Activity:

Reread the last section of Chapter II (bottom of pg. 17 through pg. 19). Write notes about the use of colors and sounds. Explain how the color/sound words add richness to the writing.

---

---

---

---

---

---

---

---

---

---

---

Life Applications:

1. Why did the Baroness try to prevent Baron from stealing?

---

---

---

---

*Think:* What would have been a better reason?

---

---

2. If the Baron had thought about the Baroness' request a moment longer, "he might have promised what she besought; a moment more and he might have been saved all the bitter trouble that was to follow." *Think:* What can you learn from this situation?

---

---

---

Related Activities:

Check out more resources for this book:

<http://www.artioshcs.com/otto-of-the-silver-hand/>

## Chapters III and IV

### Vocabulary:

Read each sentence; match the word with its definition and write the correct letter on each blank line (use a **dictionary** if necessary):

1. \_\_\_\_ Baron Conrad muttered **incoherent** (pg. 20 – first page of Chapter III) words beneath his red beard.
2. \_\_\_\_ Two or three other **retainers** (pg. 20) stood by a great window.
3. \_\_\_\_ Baron Conrad had been lying there a **sennight** (pg. 21).
4. \_\_\_\_ The peaceful quietness was broken only now by some sounds like the lowing of **kine** (pg. 28 – 1<sup>st</sup> paragraph – Ch. IV) or the bleating of goats
5. \_\_\_\_ In that dark, far-away age, war and **rapine** (pg. 28) dwelt in place of peace and justice.
6. and 7. \_\_\_\_ \_\_\_\_ Polished **helm** and **corselet** (pg. 31 – 1<sup>st</sup> paragraph of the 2<sup>nd</sup> section of Chapter IV) blazed in the noon sunlight.
8. \_\_\_\_ He had ridden twelve **leagues** (pg. 31) that day – without a stop or a stay.
9. \_\_\_\_ The light from the **oriel** (pg. 32) window behind the old man shed broken rays of light upon him.

- a. one of these is a measure of about 3 miles
- b. helmet
- c. a window that projects from the outer face of a wall
- d. seven nights and days; a week
- e. confused
- f. people who serve a person of rank
- g. robbing by force and carrying off
- h. armour for the body
- i. cows; cattle

Questions:

1. What was Baron Conrad not going to do? Why?

---

---

---

What, however, would he have?

---

---

---

2. *Think*: Why didn't Abbot Otto try to persuade Baron Conrad into different thoughts?

---

---

---

3. Explain how baby Otto was related to Abbot Otto.

---

Reading Activities:

1a. *Alliteration* (the presence of the same sound at the beginning of two or more words) adds rhythm to writing. Fill in the blanks for the examples of alliteration:

- Eight leagues had Baron Conrad ridden that day with neither a \_\_\_\_\_op nor a \_\_\_\_\_ay. (pg. 31)
- The great black war-horse was \_\_\_\_\_ecked and dappled with \_\_\_\_\_akes of foam. (pg. 32)
- Baron Conrad was left alone, \_\_\_\_\_itting as \_\_\_\_\_ilent as a \_\_\_\_\_atue. (32)
- There \_\_\_\_\_ithin the \_\_\_\_\_ite \_\_\_\_\_alls, \_\_\_\_\_ere the \_\_\_\_\_arm yellow \_\_\_\_\_**unlight** \_\_\_\_\_**lept**, all was peaceful quietness . . . . (pg. 27 – 1<sup>st</sup> page of Chapter IV)

Note: There are three examples in this sentence: Hints: The words in the first and second examples are mixed up together on the first line of the sentence. The second example consists of two letters in each word – and the letters provided are in italics. The letters provided for the third one are in bold.

- The light seemed to frame Abbot Otto’s thin, gray hairs with a \_\_\_\_\_olden \_\_\_\_\_lory. (pg. 32)
- Baron Conrad \_\_\_\_\_ashed his iron \_\_\_\_\_oot upon the \_\_\_\_\_loor and \_\_\_\_\_inched his \_\_\_\_\_ists and ground his \_\_\_\_\_eeth \_\_\_\_\_ogether. (34)

Note: There are three examples in this sentence; the second one includes the words in bold and the third one is printed in italics.

- They are not of the \_\_\_\_\_uff to \_\_\_\_\_and against our kind for a long time. (pg. 34)

b. As you are reading, watch for more examples of alliteration; write some of them on the chart that is found on the next page.

2. Locate several sets of antonyms (words that have opposite – or nearly opposite – meanings) on page 34 (9<sup>th</sup> - 13<sup>th</sup> paragraphs of the 3<sup>rd</sup> section). Also, locate a number of synonyms (words that have the same, or nearly the same meaning).

---

---

---

---

---

3. Locate the River Rhine on a map of Germany from a **reference book** or on the Internet: <http://www.primaryhomeworkhelp.co.uk/rivers/rhine.htm>

Locate the city of Nuremberg on the online map (the link is near the top of the next page); then figure out the general location of the city of Bamberg (50 miles north of Nuremberg – spelled Nürnberg on the map); this is where the Monastery of St. Michaelsburg is found: [https://www.nationsonline.org/oneworld/map/germany\\_map.htm](https://www.nationsonline.org/oneworld/map/germany_map.htm)

Bible:

Read the Bible verse and explain what it means: Romans 12:19.

---

---

*Think:* What wouldn’t Baron Conrad have done if he had followed the advice found in this verse?

---

---

**EXAMPLES of ALLITERATION**

Lined writing area for examples of alliteration, enclosed in a double-lined border.

## Chapters V and VI

### Vocabulary:

1. Study the words and definitions before reading the chapters:

- ***inexorably*** (pg. 51 – fourth paragraph of the third section of Chapter V) – continually
- ***refectory*** (pg. 51 – fifth paragraph of the third section of Chapter V) – a room used for communal meals, especially in a religious or educational institution
- ***distaff*** (pg. 65 – third paragraph of the sixth section of Chapter VI) – a stick to hold wool or flax for spinning into thread
- ***frieze*** (pg. 65 – eighth paragraph of the sixth section of Chapter VI) – thick woolen cloth with a shaggy nap on one side

2. Locate the ***distaff*** in the illustration on page 63.

### Questions:

1. Describe the relationship between Brother John and Otto.

---

---

---

---

---

---

---

---

---

---

2. What was unusual about their conversations?

---

---

---

3. What pleasure did each person give to Otto?

a) Brother John:

---

---

---

b) Abbot Otto

---

---

---

---

---

4. What was Abbot Otto's hope at the end of Chapter V?

---

---

---

---

5. What bothered Abbot Otto about his farewell with Otto?

---

---

6. Reread the second section of Chapter VI. *Think*: What did Howard Pyle mean in the last sentence of this section?

---

---

---

---

---

---

---



7. How did Otto feel about his new home?

---

---

---

---

---

---

---

---

Reading Activities:

1. In Pre-Reading Activity #3, you learned (or reviewed) the meaning of a *metaphor*. *Similes* are another type of comparison; in a simile you will find the word *like* or the word *as*. Match the similes; write the correct letter on each blank line:

- 1) \_\_\_\_\_ Brother John told Otto that his wits were running around in the grass like . . . a. silver.
- 2) \_\_\_\_\_ Brother John heard a wonderful sound of singing; it was like . . . b. the soul in the body.
- 3) \_\_\_\_\_ The face shone white and thin, like . . . c. the hum of a great bee.
- 4) \_\_\_\_\_ Angel Gabriel’s hand was as white as . . . d. a mouse.
- 5) \_\_\_\_\_ Within the beautiful covers of the books lay the real wonder of the books, like. . . e. the moon in the daylight.

2. According to Howard Pyle, within the covers of the wonderful and beautiful volumes, “lay the real wonder of the books, like the soul in the body.” (This quote is found in the middle of Chapter V.) What was the real wonder of the books?

---

---

---

Howard Pyle wrote and illustrated *Otto of the Silver Hand*. Examine several of the illustrations and describe them.

---

---

---

What do you like most about the illustrations?

---

---

---

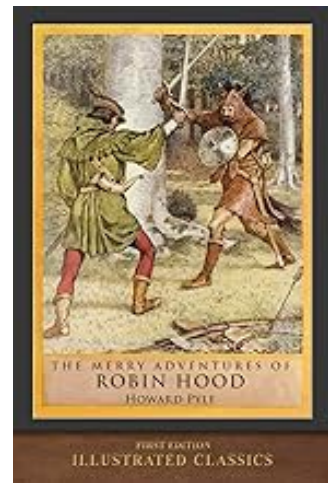
Read the background information about this author/illustrator:

Howard Pyle was born into a devout Quaker family in 1853. He was raised on the Bible, folk stories, fairy tales, and the ballads of Robin Hood, so it isn't surprising that he became both an author and an illustrator.

The titles of three of his most successful and beloved books:

- *The Merry Adventures of Robin Hood* (1883)
- *Pepper & Salt or Seasoning for Young Folks* (1886)
- *The Wonder Clock or Four and Twenty Marvelous Tales* (1887)

The last two are collections of original folk stories and fairy tales that were developed in Howard Pyle's creative imagination.



Life Application/Bible:

Review your answer to Question #4 (see page 16). Read John 1:5. *Think:* How can you experience the reality of that verse?

---

---

---

---

---

---

### Chapters VII and VIII

**Note: Read the first section of Chapter VII; answer questions #1-5 (see pp 20-21). Then read the remaining sections of Chapter VII and Chapter VIII; answer question #6 and complete the activities.**

During Reading Activity:

Howard Pyle often uses the literary device of repetition in his writing. Some examples:

- . . . the face grew **white, white, white.** (pg. 18)
- . . . the shuffling pat of the sandalled feet sounded **fainter and fainter** . . . . (pg. 32)
- **Inch by inch, foot by foot** – the black figure crawled along . . . ; **inch by inch** and **foot by foot**, but ever **nearer and nearer** . . . . (pg. 125)

As you are reading Chapter VII, jot notes about some of the words that are repeated – and the page number for each example of repetition. After you’ve read the chapter, answer the question: What does each example of repetition add to the writing?

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

Vocabulary:

1. Read each sentence and the clue printed in italics beneath the line. Locate the vocabulary word on the page indicated in parentheses and write it on the line. If you need a Word List because your page numbers don't match, one is provided (see the bottom of the next page).

a. A \_\_\_\_\_ (pg. 70 – 2<sup>nd</sup> paragraph – Chapter VII) was held  
*meeting between enemies or opponents*  
between the two strangers and the porter.

b. The high \_\_\_\_\_ (73–2<sup>nd</sup> paragraph–2<sup>nd</sup> section –  
*dangerously steep*  
Ch. VII) banks of the rocky road threw a dense black shadow into the gully.

c. The great bell clashed and clanged its \_\_\_\_\_  
harsh, (pg. 85) alarm. *deep, clear sound that continues to ring*

d. Otto looked down into the \_\_\_\_\_ (pg. 85) court-  
yard. *lighted up with a red or fiery glare*

e. Baron Henry allowed the \_\_\_\_\_ (pg. 96) to be sent to Otto.  
*doctor*

2. Point out the **arbelast** (pg. 83) and the **windlass** (pg. 80) on the illustration printed on page 81 – the 3<sup>rd</sup> full-page illustration in Chapter 7. Use a **dictionary** if necessary.

Questions:

1. *Think:* Why did Baron Henry lodge a complaint against Baron Conrad?

---

---

---

2. What happened to barons who came willingly in response to the emperor's summons?

---

---

---

What happened to the barons who did not come willingly?

---

---

---

---

3. Why did little Otto read the summons to his father?

---

---

4. What did Baron Conrad decide to do?

---

---

---

5. *Predict:* Why was it a sad mistake?

---

---

---

6. *Think:* What did it mean that the men had “cracked the nut” and “here is the kernel”?



---

---

---

Reading Activities:

1. Use the crown (see the next page) to create a character diagram for Emperor Rudolph. Write a word or phrase that describes his character at the end of each of the points of the crown:

**Word List for Chapters VII and VIII Vocabulary:**

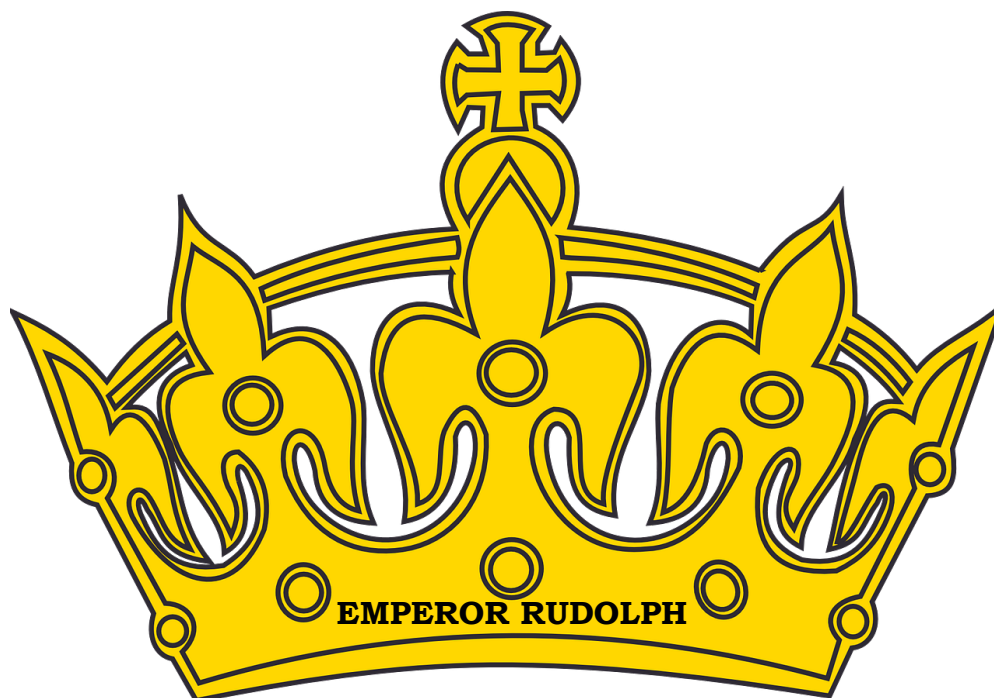
**leech**

**resonant**

**precipitous**

**lurid**

**parley**



2. Read the historical information about:
- the importance of the name of Otto in German history
  - Rudolph I
  - the Hapsburg family

In 955 Otto I (the Great) drove invading Hungarians out of southern Germany and extended the German border further north. Otto I won control of other areas too; these conquests gave him the right to claim the title of emperor. He was crowned emperor in Rome in 962. This began the period that was later called the Holy Roman Empire.

A number of emperors ruled after Otto I. The one that is important in *Otto of the Silver Hand* is Rudolph I of Hapsburg, who became emperor in 1273. Rudolph I was the first of the Hapsburg (also spelled Habsburg) family to be elected Holy Roman emperor. This family is one of the most famous royal families; the Hapsburgs ruled the Holy Roman Empire for nearly 400 years.

3. In the first section of Chapter VII, you read the following sentence: The Emperor was a man with an iron hand. This sentence contains an *idiom* – a phrase that has a different meaning from the meanings of the individual words. *Think*: What does it mean to be a man with an iron hand?

---

---

---

### Chapters IX and X

Vocabulary:

Use the clues and the page numbers to help you locate the correct words. If the page numbers don't match the ones provided in the clues, use the clues and the Word List (see the bottom of the next page).

Across

- 1 staff or shaft of a pike or a spear (pg. 114 – last page of Chapter IX)
- 3 stealthily; secretly (pg. 130 – last page of Chapter X)
- 4 a lining of wood, usually in panels, on the walls of a room (pg. 122 – 2<sup>nd</sup> section of Chapter X)
- 5 back (door or gate) (pg. 107 – 12<sup>th</sup> paragraph of Chapter IX)
- 8 servant who does rough, dirty kitchen work (pg. 119 – on the page after the first picture – Ch. X)

Down

- 2 lacelike ornamental work (very delicate) of silver or gold wire (pg. 108, 113)
- 4 windpipe; throat (pg. 129)
- 6 not easily excited; dull (pg. 113)
- 7 pert or bad-mannered girl (pg. 111)

The crossword puzzle grid consists of the following numbered starting points:

- 1:** Horizontal, top row, column 4.
- 2:** Vertical, top row, column 9.
- 3:** Horizontal, row 4, column 4.
- 4:** Vertical, column 1, rows 2-10.
- 5:** Horizontal, row 6, column 6.
- 6:** Horizontal, row 6, column 8.
- 7:** Vertical, column 4, rows 7-10.
- 8:** Horizontal, row 11, column 4.

Reading Activities:

1. Howard Pyle is a master at using sounds to enhance the story.

a. On page 122 (2<sup>nd</sup> section of Chapter X) you read:

- “The silence of night had fallen over the Castle of Trutz-Drachen; not a sound was heard but . . . .”

What sounds were heard?

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Think:* Why did he state that not a sound was heard and then describe three specific sounds?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. The creation of a word that resembles a sound is called *onomatopoeia*. Some examples from this book follow:

- **Dong! Dong!—Dong! Dong!** (pg. 8)
- **Clank! clank! clank!** (pg. 18)
- **Clatter! clatter! Jingle! jingle!** (pg. 31)

Locate several examples of onomatopoeia in Chapters IX and X. Write one of the words in the graphic:



**Word List for the Crossword Puzzle:**

**hussy      filigree      furtively      pike-staff\*      postern**  
**scullion      stolid      wainscoting      weasand**

\*Note: Use a space on the crossword puzzle for the dash in the word pike-staff.



2. Review the discussion between Fritz and Katherine. Fill in the PRO and CON Charts – one for Katherine’s position and the other for Fritz’s arguments.

<b>KATHERINE’S POSITION</b>	
<b>PROS</b> Let the red-beard know that Otto is sick to death in the black cell.	<b>CON</b> Do not let the red-beard know.
1) It is a sad thing that a simple-witted little child should be so treated.	

<b>FRITZ’S ARGUMENTS</b>	
<b>PRO</b> Let the red-beard know that Otto is sick to death in the black cell.	<b>CONS</b> Do not let the red-beard know.

*Give your opinion:* With whom (Katherine or Fritz) do you agree? Explain your answer.

---

---

---

3. Review what Hans did in these chapters.

---

---

---

*Think:* What conclusion can you formulate?

---

---

## Chapters XI and XII

### Vocabulary:

Add the vowels to each word and read/study the definitions. Then write the word on the blank line in the correct sentence (in the box below). If you need a Word List because your page numbers don't match, one is provided (see the bottom of the next page).

- **b \_\_\_\_ rb \_\_\_\_ c \_\_\_\_ n** (pg. 141 – end of the first section of Chapter XII) – a tower for defense built over a bridge or gate to a castle or a city
- **m \_\_\_\_ lt \_\_\_\_ t \_\_\_\_ d \_\_\_\_ n \_\_\_\_ s** (pg. 142) – very numerous
- **f \_\_\_\_ \_\_\_\_ lt \_\_\_\_** (pg. 147) – loyalty and duty owed by a vassal to his feudal lord
- **r \_\_\_\_ m \_\_\_\_ nstr \_\_\_\_ nc \_\_\_\_** (pg. 147) – protest; complaint
- **kn \_\_\_\_ v \_\_\_\_** (pg. 148 – last page of Chapter XII) – male servant
- **m \_\_\_\_ rt \_\_\_\_ l** (pg. 148) – deadly or implacable; relentless

A murmur of \_\_\_\_\_ rose among the faithful few who were with Baron Conrad.

Baron Henry and his followers did not hear the \_\_\_\_\_ sound of the singing birds.

Baron Conrad was left alone to face his \_\_\_\_\_ foe.

Hans saw the light of torches flashing hither and thither along the outer walls in front on the great \_\_\_\_\_.

Baron Conrad told Hans to take Otto and to “remember, \_\_\_\_\_, what thou hast sworn.”

Baron Conrad had sworn \_\_\_\_\_ to the Emperor.

Questions:

1. How did One-eyed Hans describe himself to Otto at the beginning of Chapter XI?

---

---

---

---

---

2. Why had Baron Henry cut off Otto's hand? (Note: You read the answer in Chapter VIII.)

---

---

---

---

---

---

3. According to Hans, why were they in trouble at the beginning of Chapter XII?

---

---

---

---

**Word List for Chapters XI and XII:**

**remonstrance    fealty    mortal    multitudinous    barbican    knave**

Reading Activity:

Howard Pyle has included a number of similes in this book. Match more similes; write the correct letter on each line:

- |  |   |
|--|---|
| 1) _____ Hans drew back with a snarl like . . .  | a. a great snake.                       |
| 2) _____ Otto lay watching the rope as it crawled up to the window and out into the night like . . . | b. an angry wolf.                       |
| 3) _____ The fellow brings the whole castle about our ears like . . .                                | c. hounds searching for the lost scent. |
| 4) _____ The retainers leaped from their horses and hurried about like . . .                         | d. a rock . . . .                       |
| 5) _____ Baron Henry sat still as . . .  | e. a nest of wasps.                     |

*Think:* What do similes add to writing?

Life Applications/Bible:

1. Complete the sentence (see page 138 – the last page of Chapter XI) and answer the questions:

**“ . . . men in those days did not seek to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.”**

- *Give your opinion:* Which way is better? Why?

- Which way does the Bible promote?

Locate several verses to support your answer.

2. Read John 15:13 and explain how Baron Conrad demonstrated this verse in Chapter XII.

---

---

---

---

## Chapters XIII and XIV

### Vocabulary:

Read each sentence and circle the letter of the word that is a synonym for the vocabulary word; use a **dictionary** if necessary:

- The man dropped his lance, clattering, and with a loud, **inarticulate** (pg. 154) cry, grasped the mane of his horse.  
a. excited      b. fearful      c. wordless      d. sad
- The good Abbot stopped outside of the **arrased** (pg. 164) doorway.  
a. solid      b. clear      c. wooden      d. tapestried
- The Emperor told Otto that the cruel Roderburgs would pay him all he had lost – and the man who was responsible would be held as **surety** (pg. 168) until the **indemnity** (pg. 168) was paid.  
First word:    a. surely      b. security      c. fear      d. money  
Second word: a. compensation    b. force      c. work      d. punishment

### Questions:

1. A young man and an old man have differing opinions at the end of Chapter XIII. Explain the difference.

---

---

---

*Think:* Why did these men differ in their ways of responding to this situation?

---

---

---

---

---

2. Why hadn't Otto ever seen anything so rich and grand as he saw in the town of Nurnburg?

---

3. What was unusual about the Emperor Rudolph's appearance?

---

---

---

Otto mistook Emperor Rudolph for what type of person?

---

---

What did Otto see when he looked at this man?

---

---

---

Reading Activities:

1. Howard Pyle states that “. . . no one cares to leave the thread of a story without tying a knot in it.” *Think:* What did he mean?

---


---

*Give your opinion:* Do you agree? Explain your answer.

---

---

What is the knot in this story? Write a sentence (or two) that describes the knot:



---

---

---

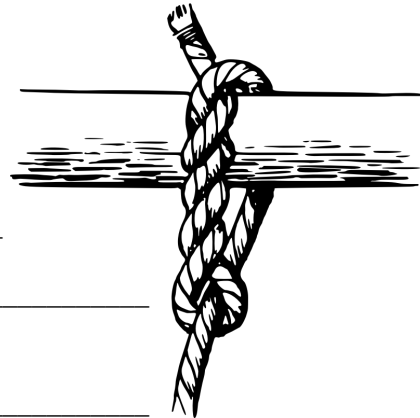
---

---

---

---

---





2. The lands over which the mighty Emperor Rudolph ruled are listed on page 164 (sixth paragraph of the second section of Chapter XIV). Circle the names of some of these kingdoms on the map:



Life Applications/Bible:

1. How was the Emperor planning to make right the wrongs Otto had suffered?

---

---

---

---

Why didn't Otto want this to happen?

---

Read the verses in parentheses (Ephesians 4:26-27 and 31-32, Matthew 5:7) and explain how they relate to this situation.

---

---

What can you learn from Otto's example?

---

---

---

2. Otto told the Emperor that “it seems to me that thou art a good man.” (pg. 168). How did the Emperor respond?

---

---

---

How do you respond to a compliment?

---

---

---

## Afterword

### Review Vocabulary Puzzle:

Follow the directions to complete the vocabulary review puzzle (see the next page); if you need more space, use a larger piece of paper:

**Part 1** – Choose vocabulary words from this study; each word should contain a letter from one of the words in the title (see the example for the word *mortal*).

**Part 2** – Write a clue for each vocabulary word.

**Part 3** – Draw a line for the each of the missing letters in the vocabulary words (as you would do in the game Hangman).

**Part 4** – Fold over Part 1 and give the puzzle to someone and ask this person to solve it (you may need to provide a Word List).

Vocabulary Note: A **scutcheon** (last page of the book) is a shield – or shield-shaped surface – on which a coat of arms is put.

### Reading Activity:

A **motto** is a phrase or a short sentence that briefly states an ideal or a belief. Look up the words **silver** and **iron** in a **dictionary**.

Silver: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Iron: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Review the motto that is printed on the last page of the book; write it on the parchment. Who gave the motto?

\_\_\_\_\_

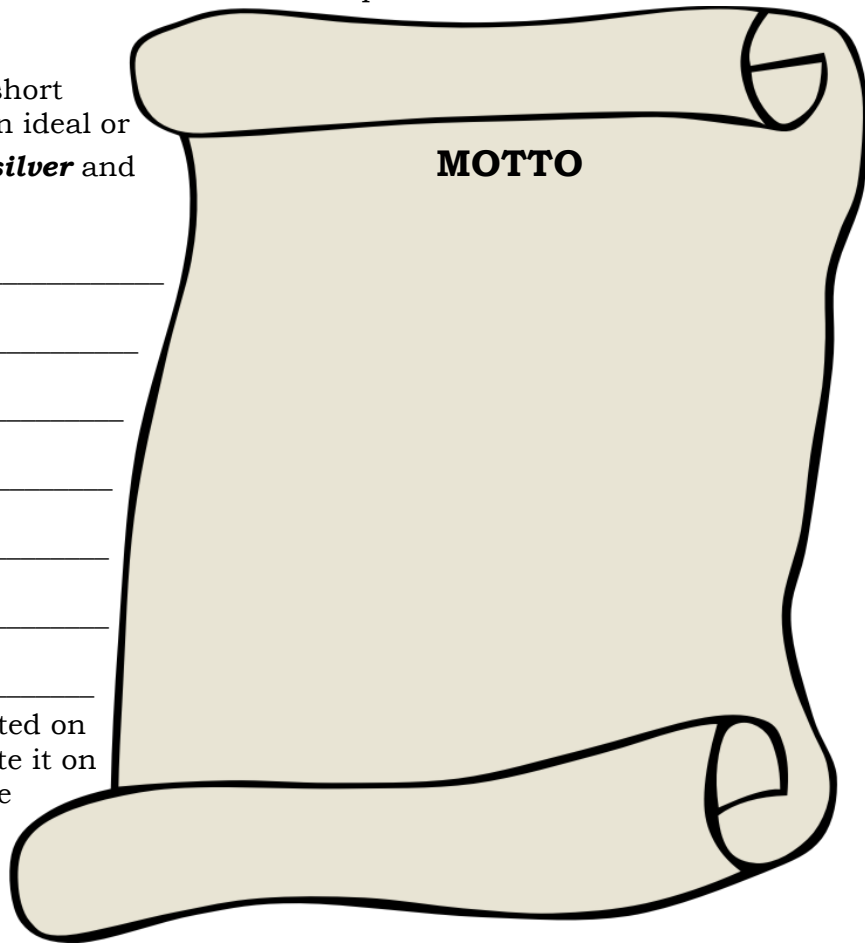
\_\_\_\_\_

*Think:* What does the motto mean? Read Proverbs 25:11.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Part 1

Part 2

Part 3

1. m**O**rtal

deadly or implacable;  
relentless (pg. 148)

\_\_\_**O**\_\_\_ \_\_\_ \_\_\_ \_\_\_

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

## Additional Activities

### Review Activity:

In this study you have learned or reviewed six literary devices and two types of words:

- *alliteration* – **A**
- *repetition* – **R**
- *idiom* – **I**
- *onomatopoeia* – **O**
- *metaphor* – **M**
- *simile* – **S**
- *synonyms* – **SY**
- *antonyms* – **AN**

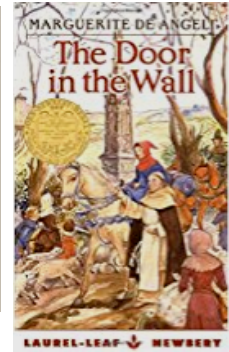
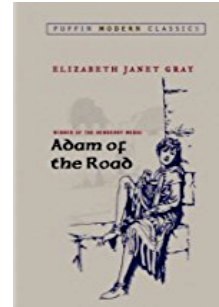
Read the sentences and identify the literary device or type of words. Write the correct abbreviation (see the letters in bold – above) on the line and underline the example(s)\*:

\*Note: #'s 4, 7, 8, and 9 contain two examples.

- 1) \_\_\_\_\_ The nearest man dropped his lance, clattering.
- 2) \_\_\_\_\_ The next instant they were upon him, each striving to strike at the one figure.
- 3) \_\_\_\_\_ Presently the cry was raised, “Back! back!”
- 4) \_\_\_\_\_ \_\_\_\_\_ Those behind were borne back by the ones in front.
- 5) \_\_\_\_\_ Baron Henry raged like a madman.
- 6) \_\_\_\_\_ Baron Conrad saw the other coming like a thunderbolt.
- 7) \_\_\_\_\_ \_\_\_\_\_ Baron Henry drove down on his bruised and wounded enemy.
- 8) \_\_\_\_\_ \_\_\_\_\_ The attack was so fierce, so sudden, and so unexpected that Henry was dragged to one side.
- 9) \_\_\_\_\_ \_\_\_\_\_ For a moment they stood swaying backward and forward.
- 10) \_\_\_\_\_ Poor little Otto’s life was a stony and a thorny pathway.
- 11) \_\_\_\_\_ The Emperor was a man with an iron hand.

Related Activities:

1. If you enjoy reading stories set in medieval times, read *Adam of the Road* by Elizabeth G. Vining, and/or *The Door in the Wall*, by Marguerite de Angeli; mini-guides are available from CNS.



2. The following websites contain information and activities for the Middle Ages:

- [https://www.educationworld.com/a\\_lesson/lesson156.shtml](https://www.educationworld.com/a_lesson/lesson156.shtml)  
(scroll down for ideas and activities)
- <http://medievaleurope.mrdonn.org/index.html>

Life Applications/Bible:

1. Examine the picture on page 49 – the 2<sup>nd</sup> full-page picture in Chapter V. Which picture in the book did Otto always seek?

---

---

*Think:* Why was this picture so compelling to Otto? (The description of the picture is on pg. 48.)

---

---

What draws people to Christianity?

---

---

2. Reread the long paragraph on pg. 169 (near the end of Chapter XIV; the paragraph begins with the words *But he himself never drew a sword or struck a blow, . . .*). Also read and memorize I Timothy 4:12. *Think:* What is encouraging for you as a young person?

---

---

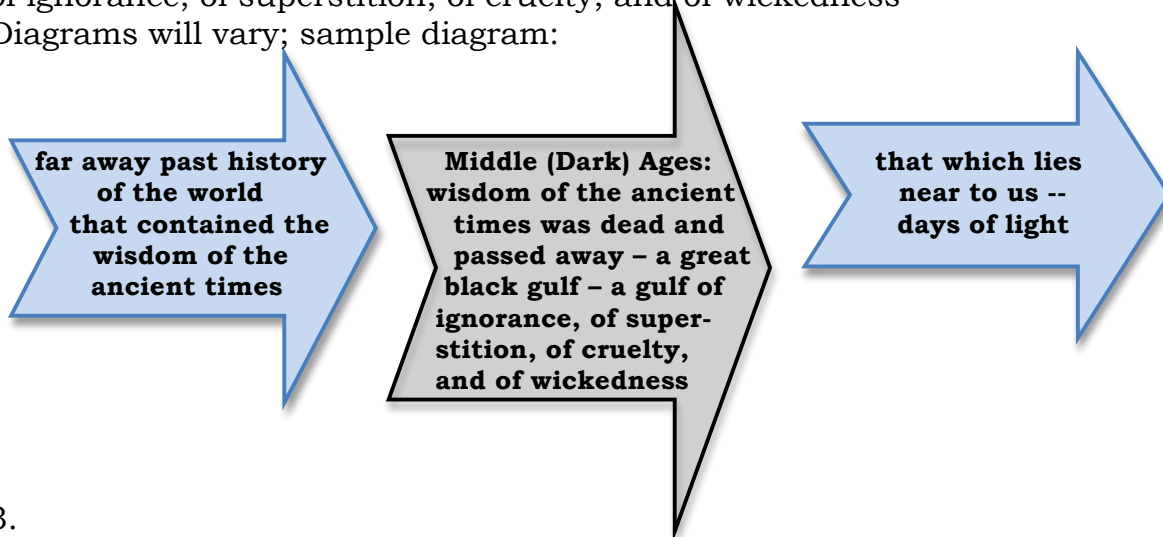
---

## ANSWER KEY

### Pre-Reading Questions and Activities:

1. This book was first published in 1888.
2. Description of the Middle Ages – a great black gulf in human history, a gulf of ignorance, of superstition, of cruelty, and of wickedness

Diagrams will vary; sample diagram:



3.
    - A few good men and women remained here and there (mostly in monasteries) who knew the right and the truth and lived according to what they knew.
    - Otto's life was difficult.
  - 4a. It is well that we walk in imagination rather than in reality.
  - b. Truth: That which is true (agreeing with fact; not false).
- According to John 18:37, Jesus came to testify to the truth.

### Chapters I and II:

#### Vocabulary:

- 1a. *portcullis*: a heavy grating that can be lowered to block a gateway
  - b. a watchtower
  - c. *bascule* - falling drawbridge
  - chasm - gap
  - d. The portcullis is near to the ground and a bit to the right of the center of the sketch. The bascule comes out from the portcullis (it's hard to see); the chasm is on either side of the bascule. The bartizan is the high tower at the left of the sketch.
2. a. *slatternly* - a
  - b. *vile* - a, *squalid* - a
  - c. *chine* - n
  - d. *rude* - a

#### Questions:

1. Wretched straw-thatched huts of the peasants belonging to the castle stood clustered in the lap of the hills.
2. Schwartz Carl kept watch on the gray road – for the Lord of Drachenhausen was a robber baron.

The lord (and his adventurers) stole from merchant caravans. Sometimes they would hold a lost soul for ransom.

3. The Baroness wanted the Baron to stop stealing because she was afraid that he would get hurt or killed. She wondered what would come of her if he were hurt or killed.

4. The Baroness enjoyed the spoils.

#### Reading Activity:

##### Colors:

- White – repeated three times; the repetition produces emphasis  
The Baroness’s *white* face was again mentioned when the light fell upon it.
- Black – in the sentence “black trouble sat on his brow” provides contrast against the word *white*.
- Red – The light also showed the “great red stain that was not the stain of rust.” Howard Pyle never mentioned blood, but he lets readers know the stain was blood in a creative way by telling them that the red was not rust.

##### Sounds:

- “ring of iron footsteps” (clank, clank, clank!)
- “shuffle and scuffle of feet carrying a heavy load”
- These sounds help readers form vivid images of this scene.

##### Life Applications:

1. The Baroness was worried about the Baron. She was also worried about what would happen to her if he were hurt or killed.

A better reason is that stealing is wrong and hurts other people.

2. Think carefully before making a decision.

### **Chapters III and IV:**

#### Vocabulary:

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

#### Questions:

1. Baron Conrad was not going to rob the city swine any longer because that was the last thing his wife asked of him.

But he would have revenge on the vile tribe of the Roderburgs of Trutz-Drachen.

2. I think Abbot Otto knew that it was useless to try to change Baron Conrad’s mind.

3. Otto was Abbot Otto’s great-nephew.



Reading Activity:

1a.

- **stop** nor a **stay**
- **flecked** and dappled with **flakes** of foam
- **sitting** as **silent** as a **statue**
- **within** the **white** walls, **where** the **warm** yellow **sunlight** **slept**
- **golden** **glory**
- **clashed** his iron **foot** upon the **floor** and **clinched** his **fists** and ground his **teeth** **together**
- **stuff** to **stand**

2. antonyms: peace/war, gently/roughly, silence/cried

synonyms (all of the words refer to negative actions that often include force): rapine, war, extortion, revenge, violence

Bible:

We are not supposed to take revenge; we are to let God avenge.

Baron Conrad would not have sworn revenge.

**Chapters V and VI:**

Vocabulary:

2. The distaff is in old Ursela's left hand.

Questions:

1. When Otto was a little baby, he had been given into Brother John's care. Until Otto had grown old enough to care for himself, Brother John never left his charge. Even though Otto's tasks (as he grew up into boyhood) separated him from Brother John, the bond between them appeared to grow stronger instead of weaker.

2. Otto took seriously the conversations with the Angel Gabriel that Brother John reported to him.

3a. Brother John shared with Otto the wonderful things that he saw with the eyes of his soul.

b. Sometimes Abbot Otto would unlock the iron-bound chest where great books lay hidden and he would allow Otto the freedom to turn the leaves as he chose.

4. Abbot Otto's hope was that Otto would make the inhabitants at Drachenhausen better rather than the people there making Otto worse.

Note: See John 1:5 and the Life Application/Bible section for these chapters. Abbot Otto hoped that Otto would overcome darkness through the light (Jesus) that was in him.

5. It seemed to Abbot Otto that Otto didn't grieve much at his leaving.

6. Baron Conrad had seen and experienced much more than Otto, so he knew that a knight would face many frightening and dangerous things. Otto, however, had been sheltered in the monastery.

7. Otto's new home was very strange and wonderful to him. There were many interesting things to see, he met strange people who lived lives and thought thoughts very different from what he was used to, and it was a wonderful thing to explore all the strange places in the dark, old castle.

Reading Activities:

1. 1) d
- 2) c
- 3) e
- 4) a
- 5) b

2. The real wonder of the books was that they contained beautiful pictures painted upon the creamy parchment.

The illustrations are detailed pictures done with pen and ink.

Answers will vary.

Life Application/Bible:

In some versions of the Bible, John 1:5 states: And the light shineth in darkness; and the darkness overcame it not. As Christians, we are able to overcome the darkness through faith in God (which comes as a gift from God and from immersing ourselves in the Word) and obedience.

**Chapters VII and VIII:**

During Reading Activity:

Repeated words (students should locate several of the following):

- good (pg. 69 – first paragraph of Chapter VII) – emphasizes that the Emperor is good
- pg. 79 (the page after the 2<sup>nd</sup> full-page picture in Chapter VII):
  - 1) round and round – helps readers understand the precariousness of the young fellow’s position
  - 2) up, up, up – emphasizes the elevation
  - 3) step by step – careful footsteps
  - 4) another, and another – the men (some thirty men) kept pouring in
- minute after minute passed (found twice on pg. 83 – the page after the 3<sup>rd</sup> picture in Chapter VII) – the repetition of this phrase adds to the suspense
- dimmer and dimmer (pg. 84); louder and louder (pg. 85) – these words give readers the sense of moving from sleep to wakefulness
- pg. 86:
  - 1) Save me! Save me!; 2) nearer and nearer – adds suspense
- round and round (pg. 89) – they bound Otto securely
- higher and higher (pg. 90 – last page of Chapter VII) – emphasizes how high the flames rose
- stone floor, stone walls, arched stone (pg. 91 – first paragraph of Chapter VIII) – the repetition of the word *stone* emphasizes the cold and bleakness of Otto’s room

Vocabulary:

1. a. *parley*
- b. *precipitous*
- c. *resonant*
- d. *lurid*
- e. *leech*

2. Schwartz Carl is holding the arbelast: An *arbelast* is a medieval missile launcher designed on the principle of a crossbow.

It appears that the windlass (a *windlass* is a drum or cylinder wound with rope and turned by a crank) is in front of his left arm (for a clearer picture, see the sketch on the web link: <https://en.wikipedia.org/wiki/Arbalest>).

Questions:

1. Baron Henry probably wanted Baron Conrad out of the way so he could attack his castle.
2. The barons who came willingly were allowed to return home again after giving security for maintaining peace. Those who were not willing were either brought in chains or rooted out of their strongholds with fire and sword, and their roofs burned over their heads.
3. Otto was one of the few people at Drachenhausen who could read.
4. Baron Conrad decided to go to court. He took with him a suitable escort to support his dignity.
5. Predictions will vary. As students continue reading, they will understand the sad mistake: The castle was stripped of its fighting men – only 8 remained to guard the great stone fortress and Otto.
6. The men had broken into the great stone fortress and had found Otto.

Reading Activity:

1. Words/phrases that describe Emperor Rudolph:

- good
- honest
- stern sense of justice
- sense of right
- determination to end lawlessness

3. To be a man with an iron hand (or in this case, to be a ruler with an iron hand) means to control a group of people firmly.

**Chapters IX and X:**

Vocabulary:

The answers to the crossword puzzle:

Reading Activities:

1a. Sounds that were heard:

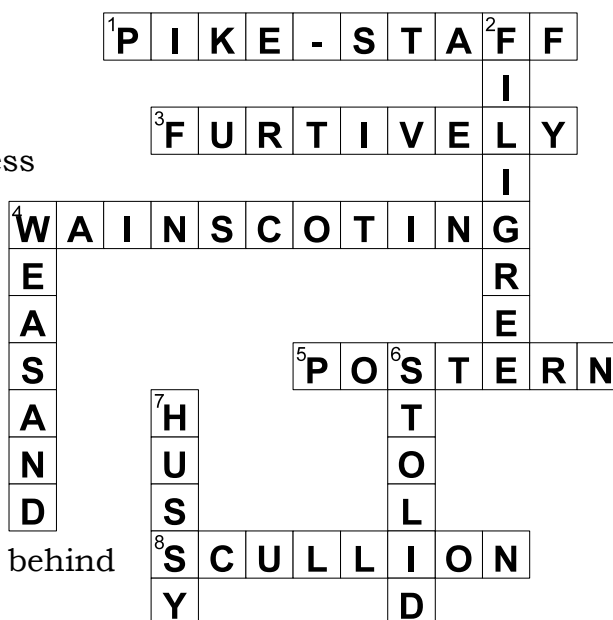
- the squeaking of mice scurrying behind the wainscoting
- the dull dripping of moisture from the eaves
- the sighing of the night wind around the gables . . . .

By first stating that not a sound was heard – and then mentioning specific sounds, Howard Pyle draws a reader’s attention to the (relative) quiet – only night sounds could be heard.

b. Rap–tap–tap– (pg. 107 – 13<sup>th</sup> paragraph of Chapter IX)

smack (pg. 119 – 8<sup>th</sup> paragraph of Chapter X)

crash (pg. 120 – 15<sup>th</sup> paragraph of Chapter X)



tramp, tramp, tramp! clink, clank, jingle! (pg. 126 – 6<sup>th</sup> paragraph of the 3<sup>rd</sup> section of Chapter X)

I would write the word CRASH in the graphic.

2.

### **Katherine's Position –**

- Pro: 2) He should not be left to die there alone in that black cell.
- Con: The Drachenhausens are a bad lot.

### **Fritz's Argument –**

- Pro: None
- Cons:
  - 1) If the Lord Baron finds out, he will take out thy (Katherine's) tongue and take off my head.
  - 2) The proud Baron folk treat the poor as they choose; if they kill one of their own there, would be one less of them.
  - 3) The poor folk have a hard enough life without thrusting their heads into the noose to help them out of their troubles.

Give your opinion answers will vary.

3. Hans risked his life in an attempt to rescue Otto.

Conclusion: Hans was very loyal.

## **Chapters XI and XII:**

### Vocabulary:

- *barbican*
- *multitudinous*
- *fealty*
- *remonstrance*
- *knave*
- *mortal*

Fill in the blanks in the sentences:

remonstrance

multitudinous

mortal

barbican

knave

fealty

### Questions:

1. One-eyed Hans described himself as Otto's father's trusted servant – the only one excepting his own blood and kin who has clung to him in this hour of trouble.

2. By cutting off Otto's hand, Baron Henry fulfilled an oath that he had sworn: He had sworn an oath that no Vuelph that ever left his hands should be able to strike such a blow as Otto's father gave to Baron Frederick.

3. One-eyed Hans had a soft heart – he had bound the watchman instead of killing him; the watchman got free and roused the whole castle.

Reading Activity:

- 1) b
- 2) a
- 3) e
- 4) c
- 5) d

Similes help readers form vivid mental pictures.

Life Applications/Bible:

1. “. . . hide their grief as they do now, but were fierce and strong in the expression of that as of all else.”

Give your opinion answers will vary.

The Bible supports people’s expressions of grief; examples:

- Psalm 31:7 and 9
- Psalm 34:15 and 17-18
- Psalm 126:5-6

2. Baron Conrad decided that he would be the one to stay there and to keep back those who follow as long as God would give him grace to do so.

**Chapters XIII and XIV:**

Vocabulary:

- c
- d
- b, a

Questions:

1. The man who wanted to catch up with Baron Conrad’s men was young and the man who said no was old.

I believe that the older man had learned more lessons in life and had the wisdom to know that this wasn’t their quarrel so no more blood should be shed.

2. Little Otto had never been in a town before.

3. The Emperor was dressed in a simple gray robe without ornament or adornment; a plain leathern belt girded his waist.

Otto mistook Emperor Rudolph for a poor man.

He saw the face of a good, honest burgher burdened with the cares of a prosperous trade.

Reading Activities:

1. It is good to provide a satisfying end (tie up all the loose ends) to a story.

The knot: As Otto grew older his words were listened to and weighed by those who were high in Council, and even by the Emperor himself.

Also, he married Pauline.

2. The German Empire, the Kingdom of Bohemia, and the Kingdom of Italy are circled on the map:



Life Application/Bible:

1. The Emperor planned to forcing the cruel Roderburgs to pay Otto penny for penny and grain for grain for what Otto had lost.

Otto had promised to marry Pauline.

Otto demonstrated mercy and practiced forgiveness.

Otto gives readers an example of the benefits and rewards of practicing mercy and forgiveness.

2. Emperor Rudolph laughed and told Otto that no one in all his court had paid him a greater courtesy than that comment.

Answers will vary.

**Afterword:**

Review Vocabulary Puzzle:

Answers will vary.

Reading Activity:

- Silver is a shining white, precious metal.
- Iron is the most common and most useful metal; it is very hard.

Motto: A silver hand is better than an iron hand.

Emperor Rudolph gave the motto.

Answers may vary; possible meaning of the motto: A silver hand (one that is made of a precious metal) is better than an iron hand (one that is hard).

The pure simple wisdom that the monks had taught Otto was precious like silver – and it clung to him throughout his life. This silver “hand” was better than the iron “hand” of his father.

**Additional Activities:**

Review Activity:

1) O The nearest man dropped his lance, clattering.

2) A The next instant they were upon him, each striving to strike at the one figure.

3) R Presently the cry was raised, “Back! back!”

4) A AN Those **behind** were **borne back** by the ones in front. Note: The bold letters are the ones that form the alliteration.

5) S Baron Henry raged like a madman.

6) S Baron Conrad saw the other coming like a thunderbolt.

7) SY Baron Henry drove down on his bruised and wounded enemy.

8) R SY The attack was so fierce, so sudden, and so unexpected that Henry was dragged to one side.

9) A AN For a moment they stood swaying backward and forward.

10) M Poor little Otto’s life was a stony and a thorny pathway.

11) I The Emperor was a man with an iron hand.

Life Applications/Bible:

1. Otto always sought the picture of the Christ Child lying in the manger. The Holy Spirit was drawing Otto.

The Holy Spirit and truth draw people.

2. God can use young people who are sincerely seeking Him.