

Lesson Guidance 2	
<b>Grade</b>	8
<b>Unit</b>	1
<b>Selected Text(s)</b>	Feudalism
<b>Duration</b>	Approx 1-2 days

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

### Learning Goal(s)

*What should students understand about today's selected text?*

Students will understand the basic tenets of the economic system, Feudalism. Students will be exposed to the aspects of Feudalism and its workings in Medieval Europe.

#### CCSS Alignment

##### CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

##### CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### **End of lesson task** *Formative assessment*

Students will review their prior understanding of the economic system 'Feudalism'. Students will then be broken into small groups and provided a copy of the board game *Monopoly*. Students will review the idea 'Monopoly' is based on 'Capitalism'. Their assignment as a group is to take the pieces of *Monopoly* and reconfigure the game to mirror 'Feudalism'.

Example: The teacher may be deemed King or Queen of the country. One can take four of the player pieces (car, thimble, etc.) and they each act as a Lord and control a side of the board. The majority of students may be each given a different block on the board with one house on each, while one student acts as the military for the Lord/Monarch. The money can be divided up proportionally with the aristocracy controlling 80% while peasants divide the remaining 20%. For accuracy, the money may be described as goods: a peasant's harvest instead of currency or can be replaced with other objects to avoid confusion.

Students will then be given time to derive their own reconfiguration and the teacher will monitor to support with any inquiries. Once all teams have completed the task, a student representative from each team will explain their configuration and symbolic meanings. Students can then bounce ideas amidst questions and discussion.



### Knowledge Check

*What do students need to know in order to access the text?*

### Background Knowledge

- Monarchical Political System (if necessary)
- Understanding the economics of Feudalism
- Understanding of the social hierarchy of Feudalism
- Understanding the roles of royals, lords, military and serfs within the system.
- Knowledge of the board game 'Monopoly' (actual definition), the basic rules and how to attain victory.
- Understanding the term and system of 'Capitalism'.

### Key terms *(domain specific terms to analyze the text)*

- **text features:** all the components of an article that are not the main body of text. Examples of text features found in the article in today's lesson include photographs, paintings, maps, captions and section headings

### Vocabulary Words *(words found in the text)*

- **Feudalism:** political and economic system where people pledged loyalty to a lord or powerful landholder
- **Lord:** A ruler or powerful landholder
- **Knights-** Armed warriors who fought on behalf of their lords.
- **Peasants-** people who worked the land (agriculture).
- **Monopoly-** the exclusive possession or control of the supply of or trade in a [commodity](#) or service.
- **Capitalism-** an economic and political system in which a country's trade and industry are controlled by private owners for profit.

## Core Instruction

*Text-centered questions and ways students will engage with the text*

### Opening Activity:

Review the basic tenets or traits of Feudalism from prior readings.

#### ELD Preparing the Learner

### Content Knowledge:

Students should come in with a basic understanding of the Middle Ages or Medieval Era. Students should have an understanding of terms like monarchy, peasants, knights, aristocracy as well as capitalism and *Monopoly* (game play and definition)..

Play the videos below as needed in order to build background knowledge. Use a [two column note](#) system or any other class system of note taking to allow the students to track the information they have learned.

What is feudalism? [Feudalism](#)



## Shared Reading:

### [ELD Interacting with Texts](#)

Read the chapter as a whole group, pausing to ask questions that track comprehension of the activity. Students should be able to comprehend the connection between feudalism and capitalism.

[Feudalism Textbook](#)

[Monopoly Rules](#)

## Small Group Research and Writing:

Students will reconfigure the game *Monopoly* into the economic system of 'Feudalism'. Student groups will explain their reconfiguration to the class.

## Formative Assessment:

Short answer written response to question:

**What problems do you see with the feudalistic system and can you see where capitalism grew from it? Explain.**

## Optional Extension Activity:

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## Fluency, Comprehension and Writing Supports

Fluency	<u><a href="#">Fluency Protocols</a></u>
Sentence Comprehension	<u><a href="#">Juicy Sentence</a></u> protocol with sample sentence  "But what happened next was out of the ordinary - although production, consumption and people's profits were sinking, and investors kept buying more stock and pushing their prices to unrealistic heights."
Writing	<u><a href="#">Pattan Writing Scope and Sequence</a></u>  Quality of Writing: II: Content: C: Select content to achieve purpose D: Write using domain specific vocabulary



### Additional Supports

[ELD Instructional Guide](#)

[ELD Task and Scaffolds for ELA](#)

[SpEd Practice](#)

[MTSS Practices](#)

**Enrichment Practices**

[See in the Lesson Guidance: Preparing the Learner and Interacting with Texts](#)[ELD Instructional Guide](#)

[Special Ed Accommodations](#)

Practices to promote Tier 1 access

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