Lesson Plans 2023-2024 **Week:** #4 – (November 04- November 08) **Teacher**: Staton, Whitman, and Volkmar
Subject: ELA 6

Unit Title:	**Units 4 and 5: Medieval Age**
Unit Vocabulary:	Monotheism, Christianity, Catholic Church, Eastern Orthodox, Constantinople, Constantine the Great, Charlamagne, Hagia Sophia, Icons, Edict of Milan, Eastern Roman Empire, Western Roman Empire, Rome, Code of Justinian. Byzantine Empire, Constantinople, Bubonic Plague, feudalism, fief, Chivalry, Crusades, Medieval Age, barbarians, Franks, Magna Carta, serf, vassal, manor

	Learning Target *(All Teachers)*	**Instructional Plan** *(Core Teacher)*	**Differentiation** *(ELA/Math Inclusion Teacher)*	**Level Up (Advisory)**	**Teacher Tips & Notes** *(All Teachers)*
MON	No School				Teacher workday
TUE	No School				Election Day

W E D	**Learning target**: I can contextualize the origins of Islam relative to time and place. I can use evidence to explain the basic tenets of Islam by reading an article and answering questions.	**Opening Strategy:** 1) Students will watch The Origins of Islam 5 min. Video. Students will record at least 3-5 facts for discussion in their notebooks. The class will quickly discuss a few points after the video. 2) The Teacher will show the 5 pillars of Islam & have students record the 5 pillars in their notebooks in English (we will get the Arabic in the lesson). The Five Pillars Of Is... **Teaching Strategy:** The teacher will have students read History.com: Islam. Students will work in their table groups of 3 or 4 to complete the companion questions:	**SWD Differentiation Strategy:** ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. ● Modeling: Demonstrate how to find and explain themes using a sample	**Unit 4 Vocabulary Review**	Topic: Origins of Islam/ 5 Pillars Answer Key to Worksheet: Origins of … Origins of Islam worksheet answers (slides to show the class with pictures) **Spiral Review for SLO- Unit 4 Vocab:** Spiral Review 1: Unit 4- Vocab (SLO) Spiral Review 2: Unit 4 Vocab (SLO) Spiral Review 3: Unit 4 Vocab (SLO) Spiral Review 4: Unit 4 Vocab (SLO)

		The teacher can choose to have students answer the questions as a Google Doc or may choose to have students answer the questions in their notebooks. The teacher will give the students the majority of the class period to complete the assignment. The teacher should reserve 10 minutes to cover the questions as a class discussion at the end of class. **<u>Student Strategy:</u> Students will read the article, work with their table groups, and answer questions.** **<u>Assessment:</u> The teacher will use the class discussion to determine students' understanding.**			Unit 4 and … Unit 4: Voc…
T H U	I can explain how Islam impacted political systems in the Umayyad, Abbasid, and Andalusian dynasties by using a slideshow and class discussion to answer	**<u>Opening Strategy:</u>** One starter video is linked in the slideshow on slide 2. ***<u>Excellent Video BUT TEACHER MUST STOP AT 3 min MARK! Mature Content after the 3 min. MARK! THis should not be linked in the lesson for reason!</u>*** The History of the Umayyad … **<u>Core Lesson Activities:</u>** The teacher will use the slideshow Umayyad Dynasty Overth…	**SWD Differentiation Strategy:** ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis.		Topic: Umayyad, Abbasid, and Andalusian Caliphates Also highlight the Golden Ages of each of these empires . Linked a video on Golden Age of Islam on 2nd slide. Excellent [FILM] 10…

	questions.	to generate class discussion and learning. **Student Strategy:** The students will complete the worksheet Umayyad Caliphate, Abba… by using the above slideshow and class discussion to answer the questions. **Summarizing Activity:** Students should discuss with their table partners one topic from today's lesson that he/she understood well. Students should also discuss with their table partners on topic that he/ she is uncertain about.	• Modeling: Demonstrate how to find and explain themes using a sample		**Materials:** Umayyad … Umayyad … Answer Key: Umayyad …
F R I	I can use evidence from primary and secondary sources to analyze and evaluate the legacy of Charle-Magne by completing a mapping exercise and answering questions	**Opening Strategy:** Two video choices linked on slideshow, slide 4. **Core Lesson Activities:** The teacher will use the slideshow Charlemagne & Carolingi… to generate a class discussion so that students can complete the map and answer questions on the back of the map. **Summarizing Activity:**	**SWD Differentiation Strategy:** • Simplified Instructions and Clear Visual Aids • Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis.		Topic: Carolingian Empire and Charlemagne Map **Materials:** Charlemagne & Carolingian Empire carolingian… carolingian… .

	from primary sources.	Students will answer exit ticket on the back of their maps listed on last slide. Why do you think Charlemagne was called the "Father of Europe"?	• Modeling: Demonstrate how to find and explain themes using a sample		