Lesson Plans 2023-2024 **Week:** #5 – (November 11- November 15) **Teacher**: Staton, Volkmar, Whitman **Subject**: Social Studies 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	**Learning Target:** I can determine the causes and effects of the feudal system in Europe by using slides to answer questions.	**Feudalism and Manorialism** **Standard:6.2.E** **Warm Up:** watch feudalism video Students will define nobles, knights, and serfs. **Teaching Strategy:** The teacher will use 2.Feudalism slideshow to teach the concepts of feudalism and manorialism. While covering the slideshow, students will complete a Feudalism Pyramid to be included in their notebooks (Volkmar provided to copy to teachers) , and students will complete a diagram of the manorial systemand place in notebooks (Volkmar provided copy for teachers).	**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	**Veterans Day Lesson** ● **Whitman's Class Activity**	Topic: Feudalism and Manorialism Slideshow and Worksheet: 2.Feudalis… Feudalism, Manorialism, Motte & Bailey, & Economy Answer Key: Feudalism,…

		Students will take notes on primary points from the slideshow. If time permits, Teachers will use Nearpod activities to explore the political and social structures created by feudalism. **Student** Students will complete the Feudal Pyramid explaining the four parts of the socio-economic & political structure. Students will label a manorial village and take notes. **Strategy:Assessment: Exit Ticket** We've discussed the disadvantages of feudalism however what were some of the benefits of feudalism at the time. **Homework**: None			
T U E	**Learning Target:** I can articulate why the Magna Carta was created. I can evaluate how effective it was in reaching its goal by completing a viewing guide while watching a video.	**Magna Carta** **Standard:** 6.2 P. 6.2 E **Warm Up:** Review vocabulary words **Teaching Strategy:** The class will watch the video The Story of Magna Carta and while watching the teacher will pause the video to give students an opportunity to answer the Video Viewing Guide for The Story of Magna Carta, as well as permit for class discussion. At the end of the viewing guide are some of the most critical aspects of the Great Charter. There are necessary facts provided for students to answer	**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	**Veterans Day Lesson** ● **Whitman's Class Activity**	Topic: Magna Carta Worksheet Linked with Video: Video Gui… 7.Answer …

		the critical thinking "In Depth Questions." *THIS PART IS A GROUP DISCUSSION ONLY* Answer Key toe Magna Charta **Student Strategy: Students will watch the video as a class, with a class discussion led by the teacher, and answer the video viewing guide. Assessment: Students will glue in their notebooks and will goes towards a notebook grade.**			
W E D	**Learning Target** I can determine how the Crusades impacted life during the Middle Ages by completing a reading, with vocabulary, and a graphic organizer.	**Introduction to the Crusades** **Opening Strategy:** The class will watch the video: Crusades in 5 Minutes to gain an introduction to the topic of the Crusades. Students should be able to answer this primary question after watching the video (prep students before watching so that they can watch with intention.) ***Primary Question***: What was the primary purpose of the Crusades? **Core Lesson Activities:**	**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	**Veterans Day Lesson** ● **Whitman's Class Activity**	Topic: Crusades- Impact on Life Whitman: Spiral Review #1 (Quick Opener) Round 2 New: Crusades Lesson Article Accompaning Worksheet Copy of Cr… Answer Key: Crusades: A Brief

		The class will read together the article on the beginnings of the Crusades and various European responses to the Pope's call to the Crusades. While reading, the teacher will address the new vocabulary from the readings and will prep students to look for information to complete the graphic organizer while reading the article. **Reading Article and Graphic Organizer for lesson:** crusades lesson.pdf Copy of Crusades: A Brief… **Summarizing Activity:** ● Explain one topic you learned from today's lesson. Explain one topic which you do not understand or are confused about concerning today's lesson.	Whitman 4th Period Diff.: ● Based on ELA/reading benchmark scores and the overwhelming majority of my class getting green on their ELA benchmark 1, I am having them work in their table groups for 20 minutes to read through the document to read and answer the first five questions with their teams.We will come together as a class and go through the answers together and to fill in the table.		Background-Answer Key Teresa: I updated this lesson. I feel the article is superior in demonstrating the learning target as compared to the textbook. If you would prefer, please feel free to link the textbook lesson as additional resources or as an alternative assignment. Thanks, Tezra.
T H U	**Learning Target:** I can use periodization to examine turning	**Mapping the Crusades- Minor Grade** ● **Standard:6.2.P** Minor Grade ● **Warm Up:**	**SWD Differentiation Strategy:** ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor	**Veterans Day Lesson** ● **Whitman's Class Activity**	Topic:Crusades Periodization and Consequences - Mapping Activity Minor Grade

	points during the Crusades by completing a mapping activity.	https://edpuzzle.com/media/60a56dd1356ff34172d41f8- (10 mins) • **Teaching Strategy:** The teacher will discuss the 1st and 4th crusades *(briefly mentioning the 3rd. The 1st through 3rd campaigns virtually utilized the same transportation routes to the Middle East)* and their impact upon Europe and the Middle East in a mapping activity. The teacher will discuss these essential crusades and their various historical values of importance. Generically, the other crusades were by and large not successful with the Islamic forces maintaining control of the Holy Lands. **Slides and Map (linked)** Copy of Mapping Crusades I ... Crusade guide map and stud... • **Student Strategy:** Students will complete the mapping activity as a grade. They will utilize the slideshow and may work with table partners.	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		Slides and Maps: Copy of M… Islam maps… Sorry, my oversight. This does need to be reworked. Staton, last year, you and I deviated from the plan listed in favor of the map. Tezra I removed the lesson listed previously and replaced it with the map lesson. You and I had discussed this earlier. Once again, if you prefer please feel free to list the other lesson as an alternative assignment. Tezra I updated this lesson.

		• **<u>Assessment:</u> Exit Ticket connected to the last slide.** • **<u>Homework:</u> review vocabulary**			Staton: Working on previous day's lesson Optional: Unit 4 and 5 Vocab Blooket
F R I	**<u>Learning Target:</u>** I can examine the consequences of the Crusades to determine their lasting impact of trade routes and new technology in Europe by completing the EFFECTS graphic organizer.	**<u>Standard:</u>6.2.P** **<u>Warm Up:</u>Students will watch Effects of the Crusades | ShowMe and copy the notes from the presenter into their notebooks (video appr. 5 min.)** **<u>Teaching Strategy:</u> Teacher and student review the effects of the Crusades slides.** **<u>Student Strategy:</u> Students will complete the attached acrostic effects of the crusades worksheet.** **<u>Assessment:</u>** Glue in notes into SS notebook. Teacher may check for completion and understanding **<u>Homework: Review vocabulary</u>**	**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	**Veterans Day Lesson** • **Whitman's Class <u>Activity</u>**	Topic: Crusades and the Global Exchange Slides and worksheet: 11.Effects … 12. Acrosti… Answer Key: Acrostic "E… Optional: Unit 4 and 5 Vocab Blooket