

LESSON PLAN TEMPLATE

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Lesson Title: **The Angles**

Grade/Level: **9**

Curriculum Standards	Focus Question/Big Idea/Goal
<p><i>State Curriculum Standards</i> SS AH. 47 <u>Examine</u> the <u>invasions, settlements, and patterns of interaction</u> of migratory groups, including: <u>Angles, Saxons, Magyars, and Vikings.</u></p>	<p><i>What question(s), big idea(s), and/or goals drive your instruction?</i></p> <ol style="list-style-type: none"> 1. Why did these people move from where they originated? 2. What were the impacts of these moves? 3. Who were the Vikings, and why they are important? <p>Central Focus: Who do the Vikings become, once they settle in Western France?</p>
Lesson Objective(s)	
<p><i>Objectives are measurable.</i></p> <ol style="list-style-type: none"> 1. After observing in class, students will be able to summarize a basic history of the Vikings through a class discussion. 2. Students will note similarities and differences between the Vikings and the other people groups the class has discussed in this unit plan. 	
Biblical Integration	
<p><i>What biblical principles can be integrated? Provide scripture that supports the integration.</i></p> <ol style="list-style-type: none"> 1. What impact do these migrations have on the Christians in these areas? Do the Christians in these areas follow the New Testament teachings of how to deal with your enemy? How or how not? How might you react? <ul style="list-style-type: none"> ● Matt. 5:38-39 ● Prov. 20:22 ● Matt. 5:1-12 	
Vocabulary/ Academic Language	
<p><i>What opportunities will you provide for students to practice content language/vocabulary and develop fluency?</i></p> <p>Words to Know:</p> <ol style="list-style-type: none"> 1. Longship 	
Questions for higher order thinking and assessment	
<p><i>These cannot be answered by yes or no.</i></p> <ol style="list-style-type: none"> 1. What impact did the Vikings have on the cultures of the day? What about today? 2. What parts of the Viking culture made them successful raiders? 3. Why did the Vikings begin their raidings? 4. What people group will they become later, and how will this impact England? 	

Assessment/Evaluation

Informal: *How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*

1. **Students will point out the various aspects of the Viking culture in a class discussion.**

Formal: *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?*

1. **Students will demonstrate a knowledge in the history of the Vikings through a one page summary.**

Materials

What do you need for this lesson?

Powerpoint, whiteboard, map

LINKS for RESOURCES:

<https://www.khanacademy.org/humanities/medieval-world/early-medieval>

Bell Ringer

What will students do as they enter the classroom and get ready to start the lesson?

As students sit down, they will see a picture of a bagel and another picture of a Viking warrior on the board, and the question, “What do bagels have to do with Vikings?”

ANSWER: The word “bagel,” originally came from the Nordic language.

Anticipatory Set

How will you engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.

1. **Split the class into two groups. Choose one student from each group to be the assigned writer.**
2. **Students will need a piece of paper and a pen.**
3. **In two minutes, students will work together to come up with as many words as they can think of that relate to the Vikings. This can be anything, but it must relate in some way to the Viking culture or history.**
4. **At the end of two minutes, we will compare lists. The writers from each group will write the phrases on the whiteboard. Repetitions, those repeated in both groups are eliminated.**
5. **We will assess each term and make sure that we all agree they relate to the Vikings. The winner is the team that has the most original phrases.**
6. **Conclusion is to present that we are now going to be talking about the Vikings. “In this lesson, we are going to be talking about the Vikings, and we’re going to take a look at how these words apply to who they were, what they did, and what we think of them today.”**

Instruction
<i>Provide specific details of lesson content and delivery. This could include step by step procedures, discovery, modeling (“I Do”), questions, encouraging higher order thinking and problem solving, etc.</i>
Guided and Independent Practice
<i>This is the “We Do” and “You Do” section where students are encouraged to think critically. Provide specific details that demonstrate a gradual release of responsibility from teacher to students.</i> The teacher will conclude the instruction portion, and then students will give their presentations, as outlined in the Unit Plan.
Closure
<i>Verbalize or demonstrate learning or skill one more time. This may include stating future learning objectives.</i>
Adaptations to Meet Individual Needs
<i>How will you adapt the instruction to meet the needs of individual students?</i>
Cross-curricular connections
<i>State connections between the material covered and other content areas.</i> L.CSE.2. Demonstrate appropriate language usage skills and research techniques. L.VAU.5, RI.IKI.7, W.PDW.6 Demonstrate editing and revision techniques to produce work suitable for publication/ production W.PDW.5-6 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.