

LESSON PLAN TEMPLATE

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Lesson Title: **The Magyars**

Grade/Level: **9**

Curriculum Standards	Focus Question/Big Idea/Goal
<p><i>State Curriculum Standards</i> SS AH. 47 <u>Examine the invasions, settlements, and patterns of interaction of migratory groups, including: Angles, Saxons, <u>Magyars</u>, 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 Magyars, and why they are important? <p>Central Focus: Who do the Magyars become, once they settle? <i>Answer: the Hungarian people</i></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 Magyar through a class discussion. 2. Students will note similarities and differences between the Magyar 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. Hungary (and its location on a map) 2. Nomad 3. Origin of the word Hungary and its relation to the word “ogre” in the English language (<i>Answer: they were terrifying raiders, and so the English word for the group became synonymous with a monster</i>) 	
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 Magyars have on the cultures of the day? What about today? 2. What parts of the Magyar culture made them successful raiders? 	

3. Where do we think the Magyar may have come from?
4. What people group will they become later, and how will this impact Europe?

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 Magyar 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 Magyar through a one page summary.

Materials

What do you need for this lesson?

Powerpoint, whiteboard, map

LINKS for RESOURCES:

<http://hungarianhistory.freeservers.com/magyars.html>

<https://www.britannica.com/topic/Hungarian-people>

<https://www.newworldencyclopedia.org/entry/magyars>

<https://en.wikipedia.org/wiki/Hungarians#Maps>

Bell Ringer

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

Pick some fun facts about Hungary from this site and put them on the board in question format, then give the students the answers after they are seated.

<https://acei-global.blog/2014/05/15/25-interesting-facts-about-hungary/>

Anticipatory Set

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

Students will pick up their blob mapping based on what they have learned in the last three lessons, and will then add new geography based on Magyar locations (aka Hungary)

Instruction

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.

The teacher will use a map and a powerpoint to inform the class of the history of the Magyars and their migration. The teacher will offer information on the culture of the Magyars, and their nomadic lifestyle. The teacher will also make sure that the class understands that we are not certain from where this people group came, and that there is much debate over their origins. The powerpoint will present several theories. The teacher will use the map to show the geography of the land from which they came, and the land to which they move. This lesson will look at who the Magyars become once they settle, and will also look at their infamy as raiders similar to the Huns.

Guided and Independent Practice

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.

Instruction will end with a group discussion, guided by the teacher. This time will aim to assess comprehension and knowledge of what was just discussed in the lecture. Independent practice will be researching and compiling for their one page paper on the Magyars that will be due next class period.

Closure

Verbalize or demonstrate learning or skill one more time. This may include stating future learning objectives.

The teacher will close class by restating the main learning objectives of the day and the appropriate information that goes along with them: Who were the Magyars? Where do they immigrate? Who do they become? Why are they important?

Adaptations to Meet Individual Needs

How will you adapt the instruction to meet the needs of individual students?

Powerpoint for visual learners

Blob-mapping for tactile learners

Lecture for auditory learners

Cross-curricular connections

State connections between the material covered and other content areas.

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.