

## LESSON PLAN TEMPLATE

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Lesson Title: **The Geography of Invasion**

Grade/Level: **9**

Curriculum Standards	Focus Question/Big Idea/Goal
<p><i>State Curriculum Standards</i>  <b>SS AH. 47 <u>Examine the invasions, settlements, and patterns of interaction of migratory groups, including: Angles, Saxons, Magyars, and Vikings.</u></b></p>	<p><i>What question(s), big idea(s), and/or goals drive your instruction?</i></p> <ol style="list-style-type: none"> <li><b>1. Why did these people move from where they originated?</b></li> <li><b>2. What led to their violent lifestyles?</b></li> <li><b>3. What were the impacts of these moves?</b></li> </ol> <p><b>Central Focus: Main and similar reasons for immigration and invasion</b></p>
Lesson Objective(s)	
<p><i>Objectives are measurable.</i></p> <ol style="list-style-type: none"> <li><b>1. After observing in class, students will be able to locate the various areas from which these migratory groups originated, and where they settled on a map.</b></li> <li><b>2. By the end of this lesson, students will be able to summarize the various migratory patterns of each major people group.</b></li> <li><b>3. After this lesson, students will be able to produce their own map of migratory patterns.</b></li> </ol>	
Biblical Integration	
<p><i>What biblical principles can be integrated? Provide scripture that supports the integration.</i></p> <ol style="list-style-type: none"> <li><b>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?</b> <ul style="list-style-type: none"> <li>● <b>Matt. 5:38-39</b></li> <li>● <b>Prov. 20:22</b></li> <li>● <b>Matt. 5:1-12</b></li> </ul> </li> </ol>	
Vocabulary/ Academic Language	
<p><i>What opportunities will you provide for students to practice content language/vocabulary and develop fluency?</i></p> <p><b>Words to Know:</b></p> <ol style="list-style-type: none"> <li><b>1. Migration</b></li> <li><b>2. Magyars</b></li> <li><b>3. Angles</b></li> <li><b>4. Vikings</b></li> <li><b>5. Immigration</b></li> <li><b>6. Longships</b></li> <li><b>7. Wessex</b></li> <li><b>8. Sussex</b></li> <li><b>9. East Anglia</b></li> <li><b>10. Northumbria</b></li> <li><b>11. Normandy</b></li> <li><b>12. Hungary</b></li> </ol>	

**Students will use many of these words as they draw their maps at the end of class. Discussion in class will also require the use of these words.**

Questions for higher order thinking and assessment

*These cannot be answered by yes or no.*

- 1. Why did these migratory groups choose the areas they did?**
- 2. What impact did these people groups have on the cultures of the areas into which they moved?**
- 3. What made these people groups so successful in their invasions?**

Assessment/Evaluation

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

- 1. Students will demonstrate knowledge of geography discussed in class through discussion.**

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

- 1. Students will blob map a map showing the various areas and migratory patterns of these people groups.**

Materials

*What do you need for this lesson?*

**Powerpoint, whiteboard, map**

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 written on the board the question, “What are some reasons for you to move from your current home and country?” The teacher will direct their attention to this as they enter. This will help them begin to consider potential reasons, and then prepare them to think critically as the class discusses the geography of the areas from which these people groups came.**

Anticipatory Set

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

**To kick off this unit, the class will watch “Horrible Histories: We Sell Any Monk.” This generates an enthusiastic interest in the material to be discussed through humor. The teacher will then ask the class to recall the Frankish kingdoms previously discussed in class, and ask students to consider similarities and differences between how the Vikings are portrayed, and what the class knows of the Franks.**

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.*

**Class will begin with the bell-ringer, which in this case will be the question written on the board. The teacher will call attention to this question and ask for thoughts. The teacher will then explain the purpose of the question and video. Using a powerpoint and the map, the teacher will demonstrate the different movements of**

the people groups and then focus on the geographical areas. For each location, the teacher will discuss the environment, historical importance and previous inhabitants. The powerpoint will contain pictures of these locations, and also pertinent information such as historical name and current name, people groups, and timeframes. After lecturing on each area, the teacher will ask the class whether they think this is an area they might like to live, and the class will discuss the responses.

#### 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.*

After the teacher has discussed each geographical area, the class will discuss as small groups whether they think each location is a good one to live in, or not. They will explore these answers, and begin to come up with the ideal land in which they would like to live. This discussion will at first be guided by the teacher as he or she provides questions such as “what resources do you think the land would need?” “what kind of weather would you want?” The teacher will then hand it over to the students at the end of instruction. Students will list their ideals, then work on their blob maps, drawing the different geographic regions discussed in class.

#### Closure

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

In closing, the teacher will ask each group to tell the class their ideals they brainstormed on what would make the best land to live in. The teacher will then let the class know that they will be discussing a specific migratory group, the Angles, during the next class period.

#### Adaptations to Meet Individual Needs

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

**Oral presentation for audio learners**

**Visual video clips, charts, powerpoint for visual learners**

**Manipulatives for blob mapping**

#### Cross-curricular connections

*State connections between the material covered and other content areas.*

**GEO.ESS2: Earth’s Systems 1) Analyze surface features of Earth in order to identify geologic processes (including weathering, erosion, deposition, and glaciation) that are likely to have been responsible for their formation.**

**EVSC.ESS3: Earth and Human Activity 1) Research Earth’s natural resources (renewable and nonrenewable resources). Construct an argument from evidence supporting the claim that a particular type of resource is important for humans.**