

## LESSON PLAN TEMPLATE

Name: **MaryHannah Schwarzen**

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Lesson Title: **The Saxons**

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 were the impacts of these moves?</b></li> <li><b>3. Who were the Saxons, and why are they important?</b></li> </ol> <p>Central Focus: <b>Who do the Saxons become once they combine with the Angles?</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 summarize a basic history of the Saxons and their combination with the Angles through a class discussion.</b></li> <li><b>2. Students will note similarities and differences between the Saxons and the other people groups the class has discussed in this unit plan.</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. Immigration</b></li> <li><b>2. Migration</b></li> <li><b>3. Gaul</b></li> <li><b>4. Sussex</b></li> <li><b>5. Wessex</b></li> <li><b>6. Mercia</b></li> <li><b>7. Northumbria</b></li> <li><b>8. East and Middle Anglia</b></li> </ol>	
Questions for higher order thinking and assessment	
<p><i>These cannot be answered by yes or no.</i></p>	

1. What impact did the Saxons have on the cultures of the day? What about today?
2. Why did the Saxons migrate? What were they hoping to accomplish or gain?
3. 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 Saxon 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 Saxons 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>

<https://www.ancient.eu/Saxons/>

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

#### Bell Ringer

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

As students come in, a YouTube video will be playing of a reading of Beowulf in its original Old English.

LINK: <https://www.youtube.com/watch?v=CH-GwoO4xI>

#### 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 begin blob mapping what they recall from last lesson, and then will add specific markers based on what will be covered in class during this lesson.

#### 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 Saxons and their migration. The teacher will offer information on the culture of the Saxons, and reasons for immigration through the powerpoint, and 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 Saxons become when combined with the Angles, and will look at the significance of this combined people group in who they become (modern day England), and will also look briefly at the Norman-Saxon interactions. The biggest thing that the students should take away

**from this lesson, is that the Angles and the Saxons combine to become the Anglo-Saxon people and create a joint kingdom that will become England.**

**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 Saxons 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 Saxons? 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 as a visual aid for visual learners**

**Lecture for auditory learners**

**Blob-mapping for tactile 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.**