

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 the invasions, settlements, and patterns of interaction of migratory groups, including: 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 Angles, and why they are important? <p>Central Focus: Who do the Angles become?</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 Angles through a class discussion. 2. Students will write a one page paper summarizing information on the Angles as a people group. 	
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. Angles 2. Archaeology 3. Englisc (word used by Angles, refers to their language, and eventually becomes word “England”) 4. Mercia 5. Northumbria 6. East and Middle Anglia 	
Questions for higher order thinking and assessment	
<p><i>These cannot be answered by yes or no.</i></p>	

1. Why do you foresee the Angles as being a key people group in the years following their invasion?
2. What parts of the Angle culture made them successful raiders?
3. Why did the Angles move to 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 Angle 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 Angles 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.khanacademy.org/humanities/medieval-world/early-medieval/a/anglo-saxon-england>

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

Bell Ringer

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

Students will listen to an example of Anglo-Saxon music, to begin to get an idea of the culture.

LINK: <https://www.youtube.com/watch?v=6yzF5SY7WJg>

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.

After the bell ringer and anticipatory setting, the teacher will use the map and powerpoint to inform the class of the history of the Angle migration. The teacher will offer information on the culture of the Angles, 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 also look at who the Angles become when combined with the Saxons, and will look at the significance of this combined people group in who they become (modern day 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 Angles 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 Angles? 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.VAU.5, RI.IKI.7, W.PDW.6 Demonstrate editing and revision techniques to produce work suitable for publication/ production

W.PDW.6 Use computers (if available) to compose, edit, and revise work for publication.

L.CSE.2 Demonstrate appropriate language usage skills and research techniques.