LESSON PLAN TEMPLATE

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| Name: **MaryHannah Schwarzen** | Date: **April 22, 2021** |
| Lesson Title: **The Saxons** | Grade/Level: **9th grade** |
| Curriculum Standards | Focus Question/Big Idea/Goal |
| *State Curriculum Standards*  **SS AH. 47 Examine the invasions,**  **settlements, and patterns of interaction of**  **migratory groups, including: Angles,**  **Saxons, Magyars, and Vikings.** | *What question(s), big idea(s), and/or goals drive your instruction?*   1. **Why did these people move from where they originated?** 2. **What were the impacts of these moves?** 3. **Who were the Saxons, and why are they important?**   Central Focus: **Who do the Saxons become once they combine with the Angles?** |
| Lesson Objective(s) | |
| *Objectives are measurable.*   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.** 2. **Students will note similarities and differences between the Saxons and the other people groups the class has discussed in this unit plan.** | |
| Cross-curricular connections | |
| *State connections between the material covered and other content areas.*  **SSP.06 Develop geographic awareness by:**  **● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at**  **multiple scales (e.g., local, national, global)**  **● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure,**  **context, and validity**  **● Analyzing locations, conditions, and connections of places and using maps to investigate spatial**  **associations among phenomena**  **● Examining how geographers use regions and how perceptions of regions are fluid across time and**  **space**  **● Analyzing interaction between humans and the physical environment**  **WG.17 - Explain how humans are affected by and depend on the physical environment and its resources.** | |
| Literacy/Academic Vocabulary | |
| *What opportunities will you provide for students to practice content language/vocabulary and develop fluency*?  **Words to Know:**  **1. Immigration**  **2. Migration**  **3. Gaul**  **4. Sussex**  **5. Wessex**  **6. Mercia**  **7. Northumbria**  **8. East and Middle Anglia**  **Students will examine a section of the primary source *Beowulf*.** | |
| Questions for higher order thinking and assessment | |
| *These cannot be answered by yes or no.*   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 knowledge in the history of the Saxons through a one-page summary.** | |
| Materials | |
| *What do you need for this lesson?*   * **PowerPoint** * **Whiteboard** * **Map of Western Europe** * ***Beowulf* translation printouts** * **Blank printouts of Eastern Europe**   **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/Anticipatory Set | |
| *What will students do as they enter the classroom and get ready to start the lesson? How will you engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.*  **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**](https://www.youtube.com/watch?v=CH-_GwoO4xI)  **Students can blob-map what they have discussed last week as a review (this will be a procedure that is understood and taught at the beginning of the school year)** | |
| 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.*  *This lesson is meant to be more inquiry based, and less based on a lecture and worksheets, so that it highlights the C3 standards for college, career, and civic life through inquiry and interdisciplinary approaches.*  **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.*  *Most of the lesson should be spent in this time, and not in the instruction portion.*  *The teacher will hand out the blank maps and instruct the students to find somewhere comfortable to sit.*  **The students will receive a blank map to add details concerning the Saxon invasion. They will be allowed to set up anywhere in the class and grab their art materials as long as the teacher can see them well. The teacher will then read them a section from Beowulf while they add details to their maps.**  **After this, the students will be broken into groups to analyze a printed portion of Beowulf. Students will look to answer these questions:**   * **What aspects of the Saxon culture do we see in this story?** * **Who is Beowulf?** * **What is he leader of? Why is he in charge?** * **What aspects of the story do we think have changed to agree with more Christian values?**   **Instruction will end with a group discussion, guided by the teacher. This time will aim to assess comprehension and knowledge of what was discussed in the lecture. Students will also share what they have discovered in reading over Beowulf. 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?**  **The teacher will assign the assessment of a one page, three paragraph summary of what has been learned in class, with the requirement that students pull from all activities as well as the PowerPoint.** | |
| Differentiation | |
| *How will you adapt the instruction to meet the needs of individual students?*   * **Printouts of PowerPoint slides for students with hearing and visual impairments** * **Students who have hearing or visual impairments will sit at the front of the class; struggling or at-risk learners will sit closer as well.** * **Group project will assist ELL students, as well as at-risk students.** * **ADHD: students will be allowed to get up from their desk as they work on their map and find a space to sit (have other options than the desks)** * **Gifted students can choose to research an artifact dig for this people group and add a paragraph to their paper describing what was discovered and how this dig added to our knowledge of the people group** | |

LESSON PLAN TEMPLATE

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| Name: **MaryHannah Schwarzen** | Date: **April 22, 2021** |
| Lesson Title: **The Magyars** | Grade/Level: **9th grade** |
| Curriculum Standards | Focus Question/Big Idea/Goal |
| *State Curriculum Standards*  **SS AH. 47 Examine the invasions,**  **settlements, and patterns of interaction of**  **migratory groups, including: Angles,**  **Saxons, Magyars, and Vikings.** | *What question(s), big idea(s), and/or goals drive your instruction?*   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?**   Central Focus: **Who do the Vikings become, once they settle in Western France?** |
| Lesson Objective(s) | |
| *Objectives are measurable.*   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.** | |
| Cross-curricular connections | |
| *State connections between the material covered and other content areas.*  **SSP.06 Develop geographic awareness by:**  **● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at**  **multiple scales (e.g., local, national, global)**  **● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure,**  **context, and validity**  **● Analyzing locations, conditions, and connections of places and using maps to investigate spatial**  **associations among phenomena**  **● Examining how geographers use regions and how perceptions of regions are fluid across time and**  **space**  **● Analyzing interaction between humans and the physical environment**  **WG.17 - Explain how humans are affected by and depend on the physical environment and its resources.** | |
| Literacy/Academic Vocabulary | |
| *What opportunities will you provide for students to practice content language/vocabulary and develop fluency*?  **Words to Know:**  **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 (Answer: they were terrifying raiders, and so the English word for the**  **group became synonymous with a monster)** | |
| Questions for higher order thinking and assessment | |
| *These cannot be answered by yes or no.*  **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 knowledge in the history of the Magyar through a one-page summary.** | |
| Materials | |
| *What do you need for this lesson?*   * **PowerPoint** * **Whiteboard** * **Blank Eastern Europe maps** * **Map** * **LINKS for RESOURCES:**   [**http://hungarianhistory.freeservers.com/magyars.html**](http://hungarianhistory.freeservers.com/magyars.html)  [**https://www.britannica.com/topic/Hungarian-people**](https://www.britannica.com/topic/Hungarian-people)  [**https://www.newworldencyclopedia.org/entry/magyars**](https://www.newworldencyclopedia.org/entry/magyars)  [**https://en.wikipedia.org/wiki/Hungarians#Maps**](https://en.wikipedia.org/wiki/Hungarians#Maps)  [**https://hungarians.weebly.com/history.html**](https://hungarians.weebly.com/history.html) | |
| Bell Ringer/Anticipatory Set | |
| *What will students do as they enter the classroom and get ready to start the lesson? How will you engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.*  **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/**](https://acei-global.blog/2014/05/15/25-interesting-facts-about-hungary/)  **Students may blob-map until class starts.** | |
| 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.*  *This lesson is meant to be more inquiry based, and less based on a lecture and worksheets, so that it highlights the C3 standards for college, career, and civic life through inquiry and interdisciplinary approaches.*  **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.*  *Most of the lesson should be spent in this time, and not in the instruction portion.*  **The teacher will pass around the blank maps, and students will grab art materials. The students may sit wherever they like, and then listen to Myths and Legends episode 189A about the Nibelungenlied.**  **The class will use the links above to explore more about the Magyar culture in small groups. The teacher will give them several key questions:**   1. **What are some aspects of Magyar culture?** 2. **Why do you think these values became part of their culture?** 3. **What did familial roles look like?** 4. **What would it have looked like for *you* to be a Magyar at this age?**     **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 and explored in small groups. 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 assign the assessment of a one page, three paragraph summary of what has been learned in class, with the requirement that students pull from all activities as well as the PowerPoint.** | |
| Differentiation | |
| *How will you adapt the instruction to meet the needs of individual students?*   * **Printouts of PowerPoint slides for students with hearing and visual impairments** * **Students who have hearing or visual impairments will sit at the front of the class; struggling or at-risk learners will sit closer as well.** * **Group project will assist ELL students, as well as at-risk students.** * **ADHD: students will be allowed to get up from their desk as they work on their map and find a space to sit (have other options than the desks)** * **Gifted students can choose to research an artifact dig for this people group and add a paragraph to their paper describing what was discovered and how this dig added to our knowledge of the people group** | |

LESSON PLAN TEMPLATE

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| Name: **MaryHannah Schwarzen** | Date: **April 22, 2021** |
| Lesson Title: **The Vikings** | Grade/Level: **9th grade** |
| Curriculum Standards | Focus Question/Big Idea/Goal |
| *State Curriculum Standards*  **SS AH. 47 Examine the invasions,**  **settlements, and patterns of interaction of**  **migratory groups, including: Angles,**  **Saxons, Magyars, and Vikings.** | *What question(s), big idea(s), and/or goals drive your instruction?*   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?**   Central Focus: **Who do the Vikings become, once they settle in Western France?** |
| Lesson Objective(s) | |
| *Objectives are measurable.*   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.** | |
| Cross-curricular connections | |
| *State connections between the material covered and other content areas.*  **SSP.06 Develop geographic awareness by:**  **● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at**  **multiple scales (e.g., local, national, global)**  **● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure,**  **context, and validity**  **● Analyzing locations, conditions, and connections of places and using maps to investigate spatial**  **associations among phenomena**  **● Examining how geographers use regions and how perceptions of regions are fluid across time and**  **space**  **● Analyzing interaction between humans and the physical environment**  **WG.17 - Explain how humans are affected by and depend on the physical environment and its resources.** | |
| Literacy/Academic Vocabulary | |
| *What opportunities will you provide for students to practice content language/vocabulary and develop fluency*?  **Words to know:**   * **Longship** * **Raid** * **Viking** * **Going “a-Viking”**   **Students will practice reading skills through examining a primary source concerning what it looked like to be at the mercy of a Viking raid.** | |
| Questions for higher order thinking and assessment | |
| *These cannot be answered by yes or no.*  **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 knowledge in the history of the Vikings through a**   **one page summary** | |
| Materials | |
| *What do you need for this lesson?*   * **PowerPoint** * **Whiteboard** * **Map of Western Europe** * **Printouts of primary source concerning Viking raid.** * **LINKS for RESOURCES:** [**https://www.khanacademy.org/humanities/medieval-world/early-medieval**](https://www.khanacademy.org/humanities/medieval-world/early-medieval) * ***Norse Myths*, Neil Gaiman** * **Blank printouts of Eastern Europe** | |
| Bell Ringer/Anticipatory Set | |
| *What will students do as they enter the classroom and get ready to start the lesson? 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 | |
| *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.*  *This lesson is meant to be more inquiry based, and less based on a lecture and worksheets, so that it highlights the C3 standards for college, career, and civic life through inquiry and interdisciplinary approaches.*   1. **The teacher will conclude the anticipatory setting and will then launch into the PowerPoint.** 2. **The PowerPoint will contain information concerning the Vikings, who they were, and where they come from. It will highlight aspects of culture, and cultural values, and why “going a-Viking” was so important to the Vikings.** 3. **The lecture will conclude with how and why the Vikings emigrate to the British Isles, and the impacts this will have on the people groups already present in these areas.** | |
| 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.*  *Most of the lesson should be spent in this time, and not in the instruction portion.*  **The teacher will conclude the lecture portion by passing out blank maps of Eastern Europe to each student. Students will be instructed to access the art supplies for class, and to then sit quietly at their desks. The teacher will have students work on filling in and marking their maps with Viking details as they listen to a Norse myth.**  **The teacher will then break the students into groups of five and will pass out printouts of a primary source about Viking raids. The teacher will read it out loud, and then students will look it over to highlight key details that connect with the PowerPoint. The students will look specifically for:**   * **What life was like back then?** * **What it felt like to be part of a Viking raid** * **How this impacted the people who were attacked** * **What were the Vikings looking for?**   **After this, the teacher will facilitate a group discussion. Each group can show what they pulled from the text. Then the teacher can ask such questions as “how are the Vikings similar to other people groups we’ve discussed in this unit? “How are they different?” (see higher thinking questions).** | |
| Closure | |
| *Verbalize or demonstrate learning or skill one more time. This may include stating future learning objectives.*  **The teacher will assign the assessment of a one page, three paragraph summary of what has been learned in class, with the requirement that students pull from all activities as well as the PowerPoint.**  **The teacher will then inform the class that starting next week, they will be jumping into the second part of the unit, which will look at exploring the storytelling techniques of these people groups.** | |
| Differentiation | |
| *How will you adapt the instruction to meet the needs of individual students?*   * **Printouts of PowerPoint slides for students with hearing and visual impairments** * **Students who have hearing or visual impairments will sit at the front of the class; struggling or at-risk learners will sit closer as well.** * **Group project will assist ELL students, as well as at-risk students.** * **ADHD: students will be allowed to get up from their desk as they work on their map and find a space to sit (have other options than the desks)** * **Gifted students can choose to research an artifact dig for this people group and add a paragraph to their paper describing what was discovered and how this dig added to our knowledge of the people group** | |