Teacher Name: C.V Subject: World History Grade level: 9th

Text page #s \_\_\_\_\_\_\_\_\_\_\_

**Lesson step Description of Activities and Setting Question script**

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| --- | --- | --- | --- | --- | --- |
| **1. Focus/hook and review**  Review quickly previous lesson and skills. Give meanings if needed. Talk in relative terms. Use as opportunity to engage/excite students (hook). | | *Bell ringer*: Describe your idea of a “Dark Age” What does that term mean to you?  *I will review yesterday’s lesson by*: I will ask students if they have any questions pertaining to the Americas as we wrapped up that study yesterday.  *I will engage them in today’s lesson by*: Has anyone ever wondered what it might have been like to be a Knight? Well today we are going to learn how someone reached Knighthood as well as what they were expected to do. | | | Questions for this segment: What is your idea of a Dark Age? Why?  Is there anything you are unclear about with the Americas that we need to discuss before we move on to the Middle Ages?  What do you know about knights during the Middle Ages? |
| **2. LEQs:** *The question for today’s lesson related to my central focus is…*How did Feudalism and the manor economy fuel the development of Europe? | | | | | |
| **3. Lesson focal understanding:** *The argument I will make today related to my central focus is… Were the “Dark Ages” really dark?* | | | | | |
| **4. Content strategy – *present new information to students through lecture; multimedia presentation; discussion; reading segment; jigsaw; etc.***  **Essential standard content objective:** WH.H.3.3 Analyze how innovations in agriculture, trade and business impacted the economic and social development of various medieval societies (e.g., Feudalism, Agricultural Revolutions, Commercial Revolution and development of a banking system, manorial system, growth of towns, etc.).  Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  Must align with NCTES HS.S1.1 – Evaluate resources needed to solve a given problem and/or HS.SE.1 – Analyze issues and practices of responsible behavior when using resources. | | *The content I will deliver is:*  Lecture over the Rise of Europe.  Lecture over Feudalism and the Manor Economy.  Think pair share what problems do you see with Feudalism and what possible solution can you create to try and improve the system. Have students think of two solutions then have them discuss with their elbow buddies their solutions. Then together have them compare their answers and debate which one they feel is the best to improve this system.  Be sure for think pair share students are sitting in their assigned seats. This enables the stronger students to work with the weaker ones in hopes the students will become stronger learners themselves.  Have students do a map exercise labeling important places in Europe that we will be discussing at this time. Give students a list of names to label on the map. Be sure to pair students in the labeled groups to keep struggling map workers with those who are more strong.  Student with gap of academic knowledge needs to be monitored closely and if he appears lost give him extra help to aid in his learning.  Discuss the various regions we will be discussing during this unit.  *I will deliver this content using:*  PowerPoint and overheads.  If Ashley appears to be struggling taking down the notes give her an extra copy of already written notes.  *I will help students organize content using:*  Graphic organizers so students are able to keep information clear and easily accessible. | | | Questions for this segment:  Do you see any problems with Feudalism? If so what?  Can you think of a solution to the problems?  Why might Feudalism cause anger among citizens?  Compare and contrasts the life of a knight and of a vassal.  Which would you have wanted to be? Why? |
| Vocabulary demands:  Clovis, medieval, Franks, Charles Martel, ball of Tours, Charlemagne, Magyars, Vikings, feudalism, vassal, feudal contract, fief, knight, tournament, chivalry, troubadour, manor, serf, golden age, dark age | Discourse demands: chart, map | | Functions: discuss, compare and contrast, create | Syntax: Main idea | |
| **5. Source analysis strategy – *engage students in an analysis and/or evaluation of a source (primary or secondary, print or media) that addresses some historical event or social studies phenomena* *related to the content taught above***  **Common core or essential standard objective:** WH.H.3.3 Analyze how innovations in agriculture, trade and business impacted the economic and social development of various medieval societies (e.g., Feudalism, Agricultural Revolutions, Commercial Revolution and development of a banking system, manorial system, growth of towns, etc.).  Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  Is technology used in completion of this task in alignment with NCTES HS.TT.1 – Use technology and other resources for assigned tasks? | | *Gradual release protocol – ME*  First, *I* will: Go over with students how to use the APPARTS strategy.  If students appear to be struggling with the document use the modified version.  Offer a lot of praise to Ashley when she answers questions correctly. | | | Questions for this segment:  Who is the author?  What prior knowledge?  Place and time?  Who was the intended audience?  What was the reason for this article?  What is the main idea  of this passage?  What is the significance of this document?  What does this document show you about a vassals life?  Are landowners justified in making these stipulations for a vassal? Why or why not?  Can you describe what the life of a vassal probably looked like? |
| *Gradual release protocol – US*  Next, *we* will: Read together A Vassal Pledges His Loyalty using bump read.  When using bump read call on a student and then he or she will read a paragraph and then will call on one of their peers to read the next.  After students analyze we will discuss their analysis and how they reached the interpretations they did.  Discuss with students how these pledges might prove to cause distress in Europe, | | |
| *Gradual release protocol – THEM*  Last, *they* will: Analyze the document using the APPARTS strategy.  Give struggling readers modified version of the reading so they are able to participate in the discussion as well.  Allow students to discuss with a neighbor if their analysis and compare. | | |
| Vocabulary demands:  Clovis, medieval, Franks, Charles Martel, ball of Tours, Charlemagne, Magyars, Vikings, feudalism, vassal, feudal contract, fief, knight, tournament, chivalry, troubadour, manor, serf | Discourse demands: primary document | | Functions: analyze | Syntax: Main idea | |
| **6. Writing strategy – *engage students in either a narrative, explanatory, or argumentative writing assignment or related skill activity(ies)***  **Common core or essential standard writing objective:**  Analyze how a text uses structure to emphasize key points or advance an explanation or analysis | | *Gradual release protocol – ME*  First, *I* will: Remind students how to write a proper essay using the thinking through their eyes technique to aid students ability to think like a historian. | | | Questions for this segment:  What is a thesis statement?  What does it mean to look through the eyes of a knight?  What do these pictures tell us of the lifestyle of a knight?  What was the main job of a knight?  Describe the characteristics of a knight.  What might be the equivalent of a knight today? |
| *Gradual release protocol – US*  Next, *we* will:  We will analyze pictures of knights. We will discuss their job specifications and what was expected of them. We will also review what we discussed was expected of a vassal, a lord, and a King. | | |
| *Gradual release protocol – THEM*  Last, *they* will: Write an essay thinking through the eyes of a knight, vassal, lord, or King.  Write about your life as one of these during the Middle Ages.  Allow 504 student more time if she needs. She can take the work home if she can not finish in class. | | |
| Vocabulary demands:  Clovis, medieval, Franks, Charles Martel, ball of Tours, Charlemagne, Magyars, Vikings, feudalism, vassal, feudal contract, fief, knight, tournament, chivalry, troubadour, manor, serf | Discourse demands: primary source | | Functions: Analyze, describe, write, discuss | Syntax: Main idea, supports, thesis statement, supports, conclusion | |
| **7. Assessment(s) for lesson** **(Must ultimately answer “What did they learn?”):**  Informal (activities used for feedback): Listen to students responses during class discussion over problems in Feudalism and possible solutions. This will allow me to see students ability to problem solve as well students understanding of the topic of Feudalism. If students seem to be struggling we will review.  Assess students responses to the analysis. Students must be able to give thoughtful responses that are accurate to the topic. If not break down the reading into simple lines have students try and analyze using that technique. If students still seem to struggle with analysis use a modified version of the text if not continue use of first account primary documents.  Formal (activities used for grading/evaluating) : Grade students map activity to ensure students are able to read and a map and key. Grade students writing activity on thinking through the eyes of a Knight. I will grade students ability to write as well as their content of what Knight hood actually was during this time. | | | | | |
| **8. Closure**  Have a summary of vital aspects of the lesson, prepare for next lesson- get the students anticipating what is next and check for understanding. | | LEQ: How did Feudalism and the manor economy fuel the development of Europe?  *Other questions they should be able to answer*: What are the concepts of Feudalism? What are the components of a manor economy? How did Europe Rise?  *will summarize my lesson by*: Summarizing what we have talked about thus far by having a class discussion and asking students to be sure and ask if they have any questions. Give students an exit ticket: What are three things you learned form today’s lesson? What is one thing you are still confused about?  *I will set the stage for tomorrow’s lesson by*:  Tomorrow we are going to be discussing the Medieval Church and the Economic Recovery. | | | |

Sources used in this lesson: A Vassal Pledges His Loyalty. Also use modified version of this text if students are having a hard time understanding the primary document. Photos of knights

Other lesson materials/references: Graphic organizers, PowerPoint, map activity.

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**Lesson step Description of Activities and Setting Question script**

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| --- | --- | --- | --- | --- | --- |
| **1. Focus/hook and review**  Review quickly previous lesson and skills. Give meanings if needed. Talk in relative terms. Use as opportunity to engage/excite students (hook). | | *Bell ringer*: Describe feudalism.  *I will review yesterday’s lesson by*: Ask students questions about yesterday’s content. Encourage students to ask if there is anything they were uncertain about in the previous lesson before we continue.  *I will engage them in today’s lesson by*: Play a video of the churches in Europe. Let students see how beautiful and elegant they are to spark interest in the value the church had at this time in Europe. | | | Questions for this segment: How would you describe Feudalism?  What do you notice about the churches?  Is there anything you need to review before we move on? |
| **2. LEQs:** *The question for today’s lesson related to my central focus is…*  How did the Medieval church affect government in the Middle Ages? | | | | | |
| **3. Lesson focal understanding:** *The argument I will make today related to my central focus is…*  Were the “Dark Ages” really dark? | | | | | |
| **4. Content strategy – *present new information to students through lecture; multimedia presentation; discussion; reading segment; jigsaw; etc.***  **Essential standard content objective:WH.H.3.2** Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa (e.g., Cluniac Reforms, common law, Magna Carta, conflicts between popes and emperors, Crusades, religious schisms, Hundred Years’ War, etc.). WH.H.4.3 Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization, etc.).  Must align with NCTES HS.S1.1 – Evaluate resources needed to solve a given problem and/or HS.SE.1 – Analyze issues and practices of responsible behavior when using resources. | | *The content I will deliver is:* Lecture over the Medieval church in Europe. Present students pictures on the overhead of churches during this time.  ~Lecture over Economic Recovery  ~Call on 504 student throughout lecture to answer questions and give her praise when she answers correctly.  ~Play vocabulary game.  ~Divide teams into four number 1-4 down the rows.  Place cards 1-20 on cart.  Have students get out a piece of paper and number 1-20.  Each team have a runner to go get the cards one at a time and return to their group and answer the definition correctly. The writer then writes down the correct answer and sends the runner back to get the next card.  Be sure to put students in listed groups so stronger students are working with weaker ones and the teams are even to promote all students aiming to win.  Do play of life in the Middle Ages. Assign people to be each person and direct them to the front of the class.  Have students complete worksheets with their elbow buddies.  *I will deliver this content using:* Overhead projector.  *I will help students organize content using:* Place the information in a graphic organizer to aid students ability to remember the information and keep it organized. | | | Questions for this segment:  What are guilds?  What do they consist of?  Do they remind you of anything we may have today?  Can you describe the cities in Europe?  Would you like to live in a city like that? Why or why not?  Identify three characteristics of women during the Middle Ages. Compare these to other societies we have studied this far. |
| Vocabulary demands:  Sacrament, Benedictine Rule, secular, papal supremacy, canon law, excommunication, interdict, friar, St. Francis of Assisi, charter, capital, partnership, tenant farmer, middle class, guild, apprentice, journeyman | Discourse demands: primary documents | | Functions: identify, describe, compare | Syntax: main idea | |
| **5. Source analysis strategy – *engage students in an analysis and/or evaluation of a source (primary or secondary, print or media) that addresses some historical event or social studies phenomena* *related to the content taught above***  **Common core or essential standard objective: WH.H.3.2** Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa (e.g., Cluniac Reforms, common law, Magna Carta, conflicts between popes and emperors, Crusades, religious schisms, Hundred Years’ War, etc.). WH.H.4.3 Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization, etc.). Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  Is technology used in completion of this task in alignment with NCTES HS.TT.1 – Use technology and other resources for assigned tasks? | | *Gradual release protocol – ME*  First, *I* will: Review with students how to use context clues to determine the meaning of words. Review the APPARTS method to ensure students know how to do make a good quality analysis.  Give struggling readers a modified version of the text so they are able to participate as well. | | | Questions for this segment:  Who is the author?  What prior knowledge?  Place and time?  Who was the intended audience?  What was the reason for this article?  What is the main idea  of this passage?  What is the significance of this document?  How might these rules affect the economy in Europe Would it affect it positively or negatively? Why?  How would you create an agreement?  What part of the agreement stuck out the most to you?  Identify three elements to the agreement. |
| *Gradual release protocol – US*  Next, *we* will: Read the document aloud and review the vocabulary students will have a trouble understanding.  ~Have class discussion how rules such as this might have positively or negatively impacted the economy of Europe and why? | | |
| *Gradual release protocol – THEM*  Last, *they* will: Have students analyze An Apprenticeship Agreement from 1250 using the APPARTS method.  ~Walk around to struggling student to make sure he is on task and offer help whenever necessary if he appears lost. | | |
| Vocabulary demands:  Sacrament, Benedictine Rule, secular, papal supremacy, canon law, excommunication, interdict, friar, St. Francis of Assisi, charter, capital, partnership, tenant farmer, middle class, guild, apprentice, journeyman | Discourse demands: primary source | | Functions: analyze, discuss, identify, create | Syntax: main idea | |
| **6. Writing strategy – *engage students in either a narrative, explanatory, or argumentative writing assignment or related skill activity(ies)***  **Common core or essential standard writing objective:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | | *Gradual release protocol – ME*  First, *I* will:  Review with students how to write an explanatory essay.  Remind students to be sure and use accurate supports from the prior discussion and sources to support their thesis. | | | Questions for this segment:  In what ways did the church influence Europe?  How is the church impact in Europe different than other places we have studied thus far?  What was a woman’s role in the church? |
| *Gradual release protocol – US*  Next, *we* will:  We will have a class discussion on the Medieval church.  Have class discussion comparing the Medieval church with other churches we have studies thus far. | | |
| *Gradual release protocol – THEM*  Last, *they* will: Write how the church impacted Europe.  Try and keep 504 student on task by walking by her desk and aiding her in her essay if she appears to get off track. If she does not finish allow her more time by taking it home if necessary. | | |
| Vocabulary demands:  Sacrament, Benedictine Rule, secular, papal supremacy, canon law, excommunication, interdict, friar, St. Francis of Assisi, charter, capital, partnership, tenant farmer, middle class, guild, apprentice, journeyman | Discourse demands: cause and effect | | Functions: write, discuss | Syntax: main idea, supports, thesis statement, conclusion | |
| **7. Assessment(s) for lesson** **(Must ultimately answer “What did they learn?”):**  Informal (activities used for feedback): During review listen to students answers as I ask questions pertaining to yesterdays lesson. If students are able to accurately describe the manor economy and feudalism move on. However if students seem to struggle offers students a review of the material and encourage questions about content they may be confused on. During class discussion watch students as they answer questions about the Medieval church and its impact on Europe. This will help me to see students knowledge base on today’s lesson. Listen to student analysis of An Apprenticeship Agreement from 1250. This will allow me to see where students are in their ability to interpret information and how well they can apply to knowledge they have already obtained. Vocabulary game will allow me to see where students are as far as vocabulary for this unit. It will also allow me to see how well students work collaboratively. An exit ticket for this lesson will aid me in helping students better understand as we move into our big assignment tomorrow where students will pull all the information they have obtained and their analysis skills to form a argument about the Dark Ages.  Formal (activities used for grading/evaluating) : Grade students essay on the effects of the Medieval church on Europe. If students do poorly on the writing part review with students how to properly write an essay. However if students content knowledge is obscured review with students about the Medieval church. Grade students worksheet on the Medieval church. This will encourage students to look deeper then just the lecture and aid their ability to collaborate with each other | | | | | |
| **8. Closure**  Have a summary of vital aspects of the lesson, prepare for next lesson- get the students anticipating what is next and check for understanding. | | LEQ: How did the Medieval church effect government in the Middle Ages?  *Other questions they should be able to answer*: What were the roles in the medieval church? What factors led to the economic recovery in Europe? What were European cities like at this time?  *I will summarize my lesson by*: Summarizing with students important aspects of today’s lessons and asking students questions to ensure that they learned the appropriate content and are prepared to move on to tomorrows essay.  *I will set the stage for tomorrow’s lesson by*: Tomorrow we are going to be looking a different sources and using the information we have already obtained to answer our lesson focal understanding were the Dark Ages really dark. | | | |

Sources used in this lesson:

An Apprenticeship Agreement from 1250

Other lesson materials/references: Overheads, worksheet, vocabulary cards.

Teacher Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade level \_\_\_

Text page #s \_\_\_\_\_\_\_\_\_\_\_

**Lesson step Description of Activities and Setting Question script**

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| --- | --- | --- | --- | --- | --- |
| **1. Focus/hook and review**  Review quickly previous lesson and skills. Give meanings if needed. Talk in relative terms. Use as opportunity to engage/excite students (hook). | | *Bell ringer*: Have students read a quote based on the a description of the Dark Ages. Write down your interpretation of this quote.  *I will review yesterday’s lesson by*: We will review yesterdays lesson by asking students questions pertaining to the content of previous lessons. Review with students any questions they might have before we move on.  *I will engage them in today’s lesson by*: What would be a dark age to you? What would life have to look like? | | | Questions for this segment: Do you have any questions pertaining to previous lessons?  Describe the Medieval church?  What contributed to the economic recovery? |
| **2. LEQs:** *The question for today’s lesson related to my central focus is… What about the Middle Ages would cause Historians to describe it as a Dark Age?* | | | | | |
| **3. Lesson focal understanding:** *The argument I will make today related to my central focus is… Were the Dark Ages really dark?* | | | | | |
| **4. Content strategy – *present new information to students through lecture; multimedia presentation; discussion; reading segment; jigsaw; etc.***  **Essential standard content objective:** WH.H.4.3 Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization, etc.).  Must align with NCTES HS.S1.1 – Evaluate resources needed to solve a given problem and/or HS.SE.1 – Analyze issues and practices of responsible behavior when using resources. | | *The content I will deliver is:*  Review of prior content with students.    *I will deliver this content using:* PowerPoint and having discussion with students.  *I will help students organize content using:* Using concept webs to help students keep information separate and the ability to retain the content. It is important students are thoroughly informed on the information of the Middle Ages in order for students to present their arguments. | | | Questions for this segment:  What was life like during Europe?  Was there any cultural advancement?  Compare life in Europe compared to other places we have studied thus far?  Based on what you have learned thus far do you see why historians might have called this period of time the Dark Ages? |
| Vocabulary demands:  vassal, feudalism, chivalry, knight, feudal contract, golden age, dark age | Discourse demands: cause and effect | | Functions: compare, discuss | Syntax: summary | |
| **5. Source analysis strategy – *engage students in an analysis and/or evaluation of a source (primary or secondary, print or media) that addresses some historical event or social studies phenomena* *related to the content taught above***  **Common core or essential standard objective:** WH.H.4.3 Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization, etc.).  Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  Is technology used in completion of this task in alignment with NCTES HS.TT.1 – Use technology and other resources for assigned tasks? | | *Gradual release protocol – ME*  First, *I* will: I will review with students the SKIDS and APPARTS method. I will present three sources that will present the Middle Ages as a period of dark times.  Once students have analyzed these documents present to them two that tell of a more positive life during the middle ages.  Give struggling readers modified versions of the texts. | | | Questions for this segment:  Who is the author?  What prior knowledge?  Place and time?  Who was the intended audience?  What was the reason for this article?  What is the main idea  of this passage?  What is the significance of this document?  Summarize these documents?  How do the sources compare to each other?  Based on your analysis of these documents what is life different in Europe that you had originally expected?  Are historians justified in called the Middle Ages the dark Ages? Why or why not?  Does anyone have a different perspective? |
| *Gradual release protocol – US*  Next, *we* will: Read together Piers Plowman. Analyze together as a class. Based on this ask students if they believe historians are justified in calling the Middle Ages the Dark Ages. Then after class discussion have students read “January.” Together analyze this document as well. This will reflect a different perspective of the Dark Ages. After students read all the sources together discuss if they believe historians are justified saying the Dark Ages. . | | |
| *Gradual release protocol – THEM*  Last, *they* will: Before we have class discussion based on students final evaluation of the sources and form their arguments present students various textbook readings that cast the Middle Ages as dark and as a time of creation. Students will read these and interpret in their own minds what the author is conveying in these textbook writings. | | |
| Vocabulary demands:  vassal, feudalism, chivalry, knight, feudal contract, golden age, dark age | Discourse demands: primary source, secondary source | | Functions: analyze, interpret, justify, discuss, summarize | Syntax: Main idea | |
| **6. Writing strategy – *engage students in either a narrative, explanatory, or argumentative writing assignment or related skill activity(ies)***  **Common core or essential standard writing objective:**WH.H.4.3 Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization, etc.).  Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | | *Gradual release protocol – ME*  First, *I* will: Show students how to write an argumentative essay.  Remind students it is important to use facts from their analysis and interpretations to support their arguments.  Allow 504 student more time to articulate her argument. If she is not finished allow her to take it home to complete. | | | Questions for this segment: What should a thesis statement do?  What does it mean to argue something?  How many sentences at least should be in this argumentative essay?  Why is it important to show supports in this type of essay?  Do you believe historians are justified in calling the Middle Ages dark? Why or why not? |
| *Gradual release protocol – US*  Next, *we* will: We will do an example together so students fully understand what this assignment is expecting of them. | | |
| *Gradual release protocol – THEM*  Last, *they* will: Students will write an argumentative essay either stating the Middle Ages was indeed a Dark Age or opposing that a Dark Age is not an accurate description of the Middle Ages. | | |
| Vocabulary demands: vassal, feudalism, chivalry, knight, feudal contract, golden age, dark, age | Discourse demands: primary and secondary sources | | Functions: write interpret, analysis. | Syntax: Main idea, thesis statement, supports, conclusion | |
| **7. Assessment(s) for lesson** **(Must ultimately answer “What did they learn?”):**  Informal (activities used for feedback): Use the bell ringer as a way to see students ability to summarize. If students are copying words and not taking the main points I will review with students step by step how to properly summarize an article. During review watch students as I ask questions pertaining to the previous lessons. If students answer my questions with ease I will know we are ready to move on. If I see struggling encourage students to ask questions about what they are confused on. Listen to student discussion over the different sources involving the Middle Ages. See is students are able properly analyze and interpret the documents. Watch as students have to carefully correlate the documents with the knowledge they previously obtained in order to form an argument. If not help aid students in the ability to develop that skill even further. Listen to class discussion comparing the documents that support the Dark Ages and those that do not. Use the students exit ticket as a way to see if students were able to clearly understand what historians are referring to when they say the term Dark Ages. I hope to see students answers with supports from previous lesson including factors from the Manor Economy as well as the excerpts we used today.    Formal (activities used for grading/evaluating) : I will assess students knowledge on a paper pertaining to if historians are justified in calling the Middle Ages the Dark Ages. I will grade students ability to pull from primary sources as well as their ability to properly write. Essays from previous lessons should aid students in being able to write an exceptional essay. | | | | | |
| **8. Closure**  Have a summary of vital aspects of the lesson, prepare for next lesson- get the students anticipating what is next and check for understanding. | | LEQ: *… What about the Middle Ages would cause Historians to describe it as a Dark Age?*    *Other questions they should be able to answer*: Students should be able to describe life during the Middle Ages.  *I will summarize my lesson by*: Today we discussed whether or not historians were justified in calling the Middle Ages the Dark Ages. We read a variety of sources that presented the argument in two different lights. Is there anything you wish to review before we move on? Does anyone have any questions?  *I will set the stage for tomorrow’s lesson by*: Tomorrow we are going to be moving into the High Middle Ages. We will be talking about the Black Death! | | | |

Sources used in this lesson:

Textbook source 1. Textbook source 2, January, Piers Plowman, Abbey of Xanton.

Other lesson materials/references: