

LESSON PLANS for Medieval Times (Grade 6)

Content Area: English Language Arts

Developed by: Danielle Washington

Unit Objective(s): TSWBAT analyze the social, political, and economic facets of life during the Middle Ages in Europe.

Lesson Objective: TSWBAT explain feudalism and use the six-traits writing model to write a narrative journal using first person point of view to explain the daily lives of peasants and serfs.

Standards Correlations for two (2) or more content areas:

ELA Standard: 6-5: The student will write for a variety of purposes and audiences.

Social Studies Standard: 6-5.1 Explain feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily lives of peasants and serfs, and the economy under the manorial system.

Duration: 5 days

Materials: Textbooks, student notebooks, Traveling Trunk instructional unit texts, graphic organizers

Procedures:

1. Pre-assessment: KWL Chart: Students will create a KWL chart to list what they already know about the roles of the peasants, serfs, and the ruling class in the manorial system. Students will then create four questions that they hope to have answered during the duration of the unit.
2. Presentation/Demonstration: Teacher will conduct mini-lecture using Smart notebook presentation on feudalism in the Middle Ages, giving special focus to the roles of a knight, a serf, a peasant, a manor lord, or a monarch. Students will take notes, and then complete brief pair-share to discuss with a partner what they think life was like for each member of society.
3. Teacher will review with students the six-traits of good writing, and teach a mini-lesson on narrative writing. Teacher will also review first-person point of view.
4. Students will select a member of the manorial system from a jar. Students will then write their narrative journal from this member of society's point of view.
5. Guided Practice
 - a. Students will use a graphic organizer to complete a pre-write for the narrative journal.
 - b. Students will work in groups to read and critique sample narrative journal entries using the six-traits writing rubric.
 - c. Students will complete rough draft of narrative journal.
 - d. Students will work in groups to revise and edit each other's work using the six traits writing rubric.
6. Independent Practice
 - a. Students will complete final draft of narrative journal.

Assessment: Students will write a narrative journal describing the manorial system from the point of view of a knight, a serf, a peasant, a manor lord, or a monarch.

Content Area: Science

Developed by: T. Garvin

Unit Objective(s): TSWBAT classify plants into the appropriate groups based on their specific structures.

Lesson Objective: TSWBAT classify plants used in the Middle Ages for medicinal purposes, into the appropriate groups based on their specific structures

Duration: 5 days

Materials: Textbooks, student notebooks, Traveling Trunk instructional unit texts, graphic organizers, plants (pictures and live ones if possible), computers

Procedures:

1. Pre-assessment: KWL Chart: Students will create a KWL chart to list the characteristics of plants and how they should be categorized. Students will then create two questions that they hope to have answered during the duration of the unit.
2. Presentation/Demonstration:
 - a. Teacher will conduct mini-lecture using Smart notebook presentation on types of plants used in the Middle Ages and the symptoms they were believed to cure.
 - b. Teacher will read aloud myths and beliefs about medicinal and magical herbs of Medieval Ages.
 - c. Teacher will review with students the six-traits of good writing, and teach a mini-lesson on research skills.
 - d. Students will be divided into groups of 3 and will pick a plant's name out of the jar. Students will have to classify the plant and research it to see what if any health benefits this plant has.
 - e. Students will compare/contrast the plant's benefits believed from the Middle Ages to present day.
3. Guided Practice
 - a. Students will work in groups to research the assigned plant.
 - b. Students will complete rough draft of advertisement.
 - c. Students will work in groups to revise, edit, and illustrate their poster/advertisement.
4. Independent Practice
 - a. Students will complete final draft of poster/advertisement

Assessment: Students will present their poster/advertisement to the class. Students will be graded on group work, illustrations, neatness and accuracy of the plants categories and benefits.

Content Area: Math

Developed by: Leah Berry

Unit Objective: TSWBAT analyze the social, political, and economic facets of life during the Middle Ages in Europe.

Lesson Objectives: TSWBAT:

1. Build catapults like ones used in the Middle Ages, measure distance with yardsticks and rulers of objects thrown, and record data.
2. Give the percentages of population in the Middle Ages including nobility, commoners, and monks by researcher and relate the percentages to their class.
3. Write a one page paper on a mathematician during the Middle Ages and where the math that the person is used today.
4. Learn information about the bubonic plague and make an appropriate graph to show the death rate of the population during the plague in groups.
5. Build a medieval castle using geometric shapes and correct measurements in groups.

Duration: 5 days

Materials: Laptops, chart paper, colored pencils, Graphing paper, timer, cardboard to make two dimensional shapes, tape or glue, straws, poster board for base layers, paper, rubber bands per group, paper cones, marshmallows

Procedures:

1. Pre-assessment: Observations and class discussions
2. Presentation/Demonstration: Teacher will use notes, power point/Smart board presentations, informational texts, and textbooks to provide daily instruction.
3. Guided Practice:
 - a. Students will learn what a catapult is and how it was used in the Middle Ages. Students will be shown pictures of different types of catapults. After students have an understanding of what it is and how it was used, they will get to make their own.
 - b. Students will then work in groups to research the percentages of each class. After students get the percentages (1% nobility, 90% commoners, and 10% monks) the students will discuss how this differs or is the same from what they thought. Students will then use these percentages and apply them to their class where they have something to relate the population too (Many students will be surprised at how many commoners there were compared to nobility during this time.) Students will start a chart showing the population during that time and comparing it to their class.
 - c. Students will work in groups to discuss the effects of the bubonic plague or the black death. The teacher and students will then make a chart to show how the people were affected by death each year using the data provided. Students will work in groups to make a graph of the data showing the increase of death during this time and the impact it had on the population in Europe.
4. Independent Practice:
 - a. Students will make catapults in groups. After the students have made the catapults they will be given 5 marshmallows. The students will get 5 chances to shot their

- marshmallows and measure the distance of each one. They will have to record their data and take the mean of their shots for the competition.
- b. Students will have to research a mathematician, write a one page paper on the life of the mathematician and how it relates to math today, and make a chart displaying data for their classmates to see. Students will be given a rubric for them to follow to make sure they have all the information needed. Students will present information to class.
 - c. Students will get background information on medieval castles and what they were used for during that time. Students will get a few pieces of cardboard to use to make their shapes. Students can use tape or glue to make their shapes stay as well as straws for support. They have to come up with a way to just use the two dimensional geometric shapes to make the castle. The shapes have to match up and make the castle complete (This will also help students learn about rotational symmetry and line symmetry of shapes.) The poster board can be used for a base. Students can design the outside of the castle if time permits. Students will have to be able to tell the teacher what shapes they used in their castle.

Assessment: Observations, discussions, quizzes, tests, rubrics, tasks, projects

Content Area: Social Studies

Developed by: Marianne Berst

Unit Objective: TSWBAT analyze the social, political, and economic facets of life during the Middle Ages in Europe.

Lesson Objectives: TSWBAT

- Explain the role of serfs in feudalism.
- List and describe the different levels of feudalism.
- Explain the purpose of craft guilds.
- Explain how feudalism and the manor affected the lives of the nobility in medieval Europe.
- Explain how the manor system led to the growth of towns and cities.
- Explain what the Magna Carta was and how it limited royal power.
- List and explain some of the major events that affected Europe in the late Middle Ages.
- Explain who issued the call for the Crusades and why.
- Explain what bubonic plague is and how it affects humans.
- Explain what the different theories are regarding how the Plague reached Europe.

Standards Correlations for two (2) or more content areas:

ELA Standard: 6-5: The student will write for a variety of purposes and audiences.

Social Studies Standard: 6-5.1 Explain feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily lives of peasants and serfs, and the economy under the manorial system.

Duration: 5 days

Materials: 9” x 12” white construction paper (at least one per student), 6 or 8 oz. foam cups, paper towels, berry ink, calligraphy pens, tea bags, boiling water – enough for entire class, large roll of brown butcher paper, sponges, paints, brushes, containers, markers, crayons, copies of blank Coat of Arms, markers, various clip art selections, poster boards, paints

Procedures:

1. Pre-assessment: Observations and class discussions
2. Presentation/Demonstration: Teacher will use notes, videos, Primary Sources, informational texts, and textbooks to provide daily instruction.
3. Guided Practice: The Social Studies classes will be reading a novel connected this time period and will be involved with activities such as research, analyzing/comparing characters, story comprehension, sequencing, summary writing, dramatization and a project.
4. Independent Practice:
 - a. “Scribe, take a letter” Imagine that you were a serf and wanted to tell generations to come about your life within the structure of the feudal system. If you could write about a typical day, what would you say? For this activity you will work with a partner who will be your scribe. Since serfs did not write, you will dictate your letter to your partner (a monk) explaining life as a serf, your duties and obligations and how the feudal system worked. When this activity is completed, you will copy your letters onto prepared parchment.

- b. “What’s My Guild?”- Your group must decide on the occupation of its guild, the rules that control the quality and quantity of production of your product and the guarantee of a fair price for what your guild is producing. Your tasks are to 1. create three - four examples of your product to share with the class and exhibit at the Medieval Fair 2. Create a sign advertising your guild –keep in mind that you must use picture(s) as most people cannot read.
- c. “Off to the Crusades!”- Imagine that you are knight getting ready to go and fight in the Crusades, the Holy War. You wish to honor your family by putting the family’s coat of arms on your shield. Remember that the crest has to reveal the characteristics of your family and yourself in graphics. Your shield may be divided into halves, quarters or thirds. The divisions do not have to be exact but the shield should be balanced.
- d. Warning! Warning! Warning!- With your partner design a poster that might have been posted along the roads leading to towns that were infested with the Plague. Remember that these signs would warn people of the dangers they will encounter ahead if they continue into the town infested with the Plague. Also, keep in mind most people can’t read –how will you get your message across?

Assessment: Observations, discussions, quizzes, tests, rubrics, tasks, projects

Media Center: Medieval Times

Developed by: E. Knapp

Unit Objective(s): TSWBAT analyze the social, political, and economic facets of life during the Middle Ages in Europe.

Lesson Objective: The student will be able to analyze passages from book and evaluate the best scene to create a short one man play or reader's theater including medieval terms, persons, or events..

Standards Correlations for two (2) or more content areas:

ELA Standard: 6-5: The student will write for a variety of purposes and audiences.

SS Standard 6-5: The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.

Duration: 2 weeks

Materials:

Ipod with microphones for each student

5 hard copies and 1 audio copy (if available) of each of the following titles:

- Good Masters, Sweet Ladies; voices from a medieval village by Laura Amy Schlitz
- Alchemy and Meggy Swann by Karen Cushman
- The Midwife's Apprentice by Karen Cushman
- Catherine, Called Birdy by Karen Cushman
- Crispin: The Cross of Lead by Avi
- Crispin: the end of time by Avi
- Crispin; at the edge of the world by Avi

Procedures:

1. Pre-assessment:. TSWB asked to predict what a writer would need to know to write an accurate historical novel: ie, food, clothing, architecture. Make a list of each of the predictions and ask students to use this list to write any examples of what they see while reading the novel. Students will form a "Reading Club" and read together daily. After reading each chapter the students will listen to the audio version of the book.
2. Presentation/Demonstration:
 - a. Teacher will discuss the Newbery Award with students.
 - b. Teacher will present the book Good Masters! Sweet Ladies! She will explain that the book is a Newbery Award Winner, and what that means.
 - c. Using the SmartBoard, the teacher will go to Amazon read and discuss the reviews written about Good Masters! Sweet Ladies! Teachers and students will analyze the review. They will examine structure. They will analyze what makes the writing good or bad. They will decide if it is fact or opinion? Teacher will explain that all writing is analyzed and edited and critiqued, so GOOD writing is essential.
 - d. The teacher will explain to the students that the final result of this lesson is that each student write a monologue, based on a character from one of the books they are about to read. They will also perform their monologue for the class, in costume!

- e. Teacher will review with students the effective Story Telling Performance Rubric. Teacher will also review first-person point of view. Teacher will demonstrate reading one of the monologues and have children critique performance.
 - f. Students will list the village characters and write a brief job description. Example:
Shepardess: Must like sheep and be able to sing.
3. Guided Practice
- a. As a class, each one act play will be performed and critiqued.
 - b. In groups students will read, listen to passages from book. Students will discuss chapters with teacher input.
 - c. Students will work in groups to revise and edit each other's monologue using the six traits writing rubric.
4. Independent Practice
- a. Students will be asked to read the summaries of each book and choose the book they found most interesting.
 - b. Students will form a "Reading Club" and read together daily.
 - c. Students will listen to the audio version of the book after reading each chapter. Students will critique the reader.
 - d. Students will record their voices reading several passages from their chosen book using iPods. Students will critique their reading performance.
5. Assessment: Students will write a first person monologue based on a character in the book. This monologue does not have to be the main character; it can be a minor character or even an animal. Ask the children to be creative, but that they must use historically accurate terminology and facts.

Study Skills: Medieval Times

Developed by: Tara Davis

Unit Objective(s): TSWBAT analyze the social, political, and economic facets of life during the Middle Ages in Europe.

Lesson Objective: TSWBAT use propaganda techniques to create a commercial advertising a cure for the Bubonic Plague

Standards Correlations for two (2) or more content areas:

ELA Standard: 6-2.9, 6-2.10.

Social Studies Standard: 6-5.5 summarize the origins and impact of the bubonic plague (Black Death) on feudalism.

Duration: 5 days

Materials: Computers, LCD projector, index cards, Smartboard, flashdrives, text books

Procedures:

1. Pre-assessment: Create a wordle using words to describe the time period
2. Presentation/Demonstration: Teacher will use videos, text books, pictures, etc. to present lesson on causes of the Bubonic Plague. Students will take notes.
3. Guided Practice: Students will research and read about the time period and the Bubonic Plague.
4. Independent Practice: Students will use propaganda techniques to create a commercial to persuade the people of the Middle Ages of the benefits of their products to cure the Bubonic Plague.

Assessment: Students will use propaganda techniques to create a commercial to persuade the people of the Middle Ages of the benefits of their products to cure the Bubonic Plague.