

Unit 2: TRADE, DEATH, & REVIVAL

Lesson Topic: COMPARE AND CONTRAST THE WAYS IN WHICH WESTERN AND EASTERN EUROPE COPE WITH THE FALL OF THE ROMAN EMPIRE

Content Objective: (SWBAT)

1. Explain the structure of Feudalism and rule of the manor system
2. Present TEAM graphic organizers to the class.

Agenda:

- 1) Write Now (10)
- 2) HOLY CRAP! WHAT DO WE DO NOW
 - FOCUS ON WESTERN EUROPE
 - Jig-Jig-JIGSAW → social, political, economic,
- 3) Presentations***
 - ✓ Create on Chart paper
 - ✓ Present to class
- 4) Check it
- 5) HW

Pre-Lesson Prep:

- Map of Western Europe
- Energy
- Vitamin C

Entrance (5)

Scholars: enter silently, go to binder, Please begin the Write Now
Teacher: welcome students, encourage entrance procedures

Write Now: (5)

Population of three Roman cities.

Mini-lesson: (10)

- Content/ skill point
- Set purpose for document focus

- **Discuss: Write Now**➤ Quick mini-lesson →

- 1) Today we'll use our class work and homework to present our area of the Medieval Period to the rest of the class.
- 2) Create your poster on chart paper.
- 3) Everyone picked up a graphic organizer as they walked in, be sure you are filling this out.

Teaching Note → hit up the economic group on **manorialism!** Make sure this is defined in their group!

JIGSAW: Coping mechanisms...can we get back to ROME status?

Set it up → **each group will focus on a particular area to focus their efforts on (social, political, economic, religious / cultural)**

YOU MUST...

SOAR →

(page 374 = graphic organizer scholars should end up with!!)

- **SCAN** → What are we going to be reading about?
- **SETTING YOUR OBJECTIVE** → from your scanning you should begin to find purpose in your reading.
 - T→T = Text to Text connections: What does this remind me of? What other historical topics can I relate this to?
 - T→S (draw a stick figure here) = Text to Self connections: Can I relate this me? How does geography impact me? I even notice that there is a History and You section – How does the physical geography of your town influence life in your community? What physical features affect your everyday life?
- **ACTIVELY READ** → Start the text with an open mind and ask questions to yourself as you move along. Sometimes I even write these questions down. Remember to make T→T and your T→S connections. I also underline the most important verbs and nouns in the passage. WE MUST BE SLECTIVE IN OUR UNDERLINING! If we don't then it looks like a "hot highlighted hacha-cha" and no one likes this.
- **RECITE / REVIEW** → If we're going to take our reading skills to the college level we need

	<p>to constantly reflecting on our reading. When you finish with your section of reading its always important to go through and review your notes (MODEL THIS). I also like to write a quick 1 sentence summary per paragraph. This is rough estimate but is often the case.</p>
<p>Work Time: (20)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independent <input type="checkbox"/> Pairs <input type="checkbox"/> Groups <input type="checkbox"/> Class 	<p>✚ PART 1:</p> <ul style="list-style-type: none"> ❖ Finish filling out your graphic organizer after SOARing your reading (15) <ul style="list-style-type: none"> ○ Economic → pages 360 – 363 (McDougal), little section on 341 (glencoe) ○ Political → 360, bottom of 354-top of 356 (McDougal) / 342-343 (glencoe) ○ Social →360 – 363 (McDougal) ○ Cultural →348 – 349 (glencoe) ○ Code of Behavior → 364 – 369 (McDougal) ○ Belief System → 370-371 (McDougal) ❖ Work with your group to construct your presentation on your area of focus (10) <p>✚ PART 2:</p> <ul style="list-style-type: none"> ❖ Present! Each group will present their graphic organizer and how it reflects the coping mechanisms of Western Europe (15) ❖ While each group is presenting – other scholars are recording information in other groups’ graphic organizers
<p>Review/ Assess/ Summarize (5)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written <input type="checkbox"/> Oral 	<p>CHECK IT → What was the purpose of Feudalism? How is it a response to the fall of Rome?</p> <p>HW → SOAR → reflection questions – Feudalism</p>
<p>Notes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Hoplites <input type="checkbox"/> Griots <input type="checkbox"/> Sans-culottes

of the Middle Ages

- Question 1 as a statement (in your own words)
- Question 2 as a statement (in your own words)
- Question 3 as a statement (in your own words)
- **MIS** → What was the **MOST IMPORTANT STATEMENT** you can take away about your subject of the Middle Ages? (in your own words)
- *Be sure to include an illustration in the bottom section of your chart paper.*

