

Grade6	Lesson: Descripción general de la Edad Media: Geografía física, Parte 2	New lesson
Social Studies Standard(s): Standard 2		
Content Objective(s):		Language Objective(s):
Teacher Objective: Los estudiantes compararán las características físicas de Europa en el mapa desde la Edad Media con el mapa de la actualidad.		Teacher Objective: Los estudiantes podrán usar el vocabulario de secuenciación al completar una cronología.
Student Objective: Puedo comparar las características físicas de Europa en el mapa desde la Edad Media con el mapa de la actualidad.		Student Objective: <i>Puedo usar el vocabulario de ordenamiento del tiempo al completar una cronología.</i>
Essential Questions: ¿Por qué fue un tiempo de transformación? la Edad Media		Required Academic Vocabulary for Word Wall: Escuchar: Emperador, cruzadas, Peste Negra, la Peste, monjes, monjas, castillo, caballero, siervos, feudalismo, Carta Magna, misionero, monarca, gremio, epidemia Hablar: Emperador, cruzadas, Peste Negra, la Peste, monjes, monjas, castillo, caballero, siervos, feudalismo, Carta Magna, misionero, monarca, gremio, epidemia Leer: Emperador, cruzadas, Peste Negra, la Peste, monjes, monjas, castillo, caballero, siervos, feudalismo, Carta Magna, misionero, monarca, gremio, epidemia Escribir: Emperador, cruzadas, Peste Negra, la Peste, monjes, monjas, castillo, caballero, siervos, feudalismo, Carta Magna, misionero, monarca, gremio, epidemia Oraciones modelo: En la Edad Media Temprana, _____, posteriormente en la Alta Edad Media _____ en consecuencia, en la Baja Edad Media _____.
Materials: World Atlas <ul style="list-style-type: none"> • Map of the Middle Ages • Transparency of a Modern Map of Europe • A scrambled list of important events and people from the Middle Ages (dependent on the resource in the language) • Post-it notes • Timeline handout from past lesson • My World, chapter 21 		Additional Lesson Vocabulary: Review: Venecia, Roma, Jerusalén, Temprana, Alta, Baja, Edad Media, Edad Oscura, Edad de la Fe, Carlomagno Sentence Frames:
Lesson:		Instructional Time: 50 minutes
Opening:(3 minutes) <ul style="list-style-type: none"> • “Hoy completaremos la información que aprendimos en la última lección. Saquen su actividad con viñetas de la última lección. Hagan un resumen de lo que aprendimos utilizando las notas de conversación con viñetas con su compañero”. • "Lean los objetivos. ¿Cuáles son nuestros objetivos para hoy?". 		

- Students turn and talk with their partner. Then hold up two fingers and tell the students to hold up their fingers. Ask students to say the two goals for the day while holding up their fingers and referring to (point) to the objectives as students answer.

Introduction to New Material (Direct Instruction): (20 minutes)

- Students complete a map of Europe during the Middle Ages using the color-coding system that matches the key. Remind them to use their mapping skills and that the focus of this map is Europe during the Middle Ages. They will need to be sure that the colors in their key match their map. Label the countries. Bodies of water, Venice, Rome, Jerusalem. See map handout.
- Repeat the information Gap Strategy from lesson #1.
- Teacher models one example using map skills using the modeling cycle, see lesson #1.
- Place the transparency or projection of the map of the Middle Ages on the board so students can check their work.
- Students place the transparency of the Modern European map over the Middle Ages Map.

T: “¿Qué es lo que observan que es igual? ¿O distinto?” ¿O diferente?”

- Students turn and talk and write their answers on the board for future reference.
- After students complete the map, the teacher explains

T: “Vamos a ubicar eventos y personas importantes de la Edad Media que veamos en el video en nuestra cronología de la Edad Media Temprana, Alta y Baja.

- The teacher writes the three time periods: Early, High, Late in large segments on the board.
- Play the video, stop the video after each event is mentioned. Re-state a sentence or phrase for each event using the key vocabulary words and hold up a picture representing the event.
- After 2-3 events, give students time to turn to a partner, using the pictures as a reference, and tell their partner the events. Repeat this until all events are taught.

Guided Practice: (15 minutes)

The teacher models how to sort one example of an event into one of the categories by doing a “think aloud” using the sentence frame.

T: “

“He aquí mi oración: *Carlomagno unificó Europa occidental. Sé que Carlomagno luchó contra los sajones, los ávaros, los eslavos, los musulmanes de la dinastía Umayyad y los lombardos y forjó alianzas a fines del siglo VIII, de modo que voy a ubicar este evento en la Edad Media Temprana*”.

- Teacher places the post-it note in the Early period section.

Use the modeling cycle:

- The teacher guides students as they do a second example together using the sentence frame. Project the next event.
- Students read this sentence chorally and hold up 1 finger for Early, a 2 fingers for High and 3 fingers for Late. Then, they look around the room and try to find a partner with a different number to discuss their answer. If students have the same number, they can still tell their partner their justification.
- Teacher asks for students to show a 1, 2 or 3 again (to see if they changed their mind). Then one student can share what he/she discussed with his/her partner and places the post-it on the board.

Independent Practice: (10 minutes)

- Place students in groups of 3-5 and give each group a different color set of post-it notes.
- Give each table a mixed list of events and people from the Middle Ages.
- Students write them on the post-it and place it in the correct time period.
- The teacher and class review the answers using the 1,2,3 response strategy. The teacher asks, “¿alguno desea mover cualquiera de estos eventos a un período distinto?” y “¿Por qué lo harías?”.
- After students have finished sorting, handout timeline handout.
- Model how to record the people and events on their timeline with their partner.

- Students finish the sort and fill-in their timeline with a partner using the sentences stems.

En la Edad Media Temprana, _____, posteriormente en la Alta Edad Media _____ en consecuencia, en la Baja Edad Media _____.

Closing: (5 minutes)

- Each table group creates a statement sequencing three important facts.
- Each table shares their sentence. This can also be done on an exit ticket and reviewed in the next lesson.

Example: En la Edad Media Temprana, Carlomagno se convierte en emperador y muere, posteriormente en la Alta Edad Media, comenzaron las Cruzadas y, finalmente, en la Baja Edad Media, la Peste Negra mató entre un tercio y la mitad de la población de Europa.

Homework: attach timeline and map to the Middle Ages brochure.

Assessment:

The closing is the assessment.

Extra Ideas:

Students select their scripted initial and color it to place on their front cover. See handouts.

Optional Map