

Grade 6	Lesson: Las Cruzadas	Lesson #14
Social Studies Standard(s): Standard 2, Objective 2		
Content Objective(s):		Language Objective(s):
<p>Teacher objective: Los estudiantes podrán crear una solución para manejar los conflictos emergentes durante un intercambio cultural redactando una reflexión.</p> <p>Student objective [posted] Yo podré crear una solución para manejar los conflictos emergentes durante un intercambio cultural redactando una reflexión.</p>		<p>Teacher objective Los estudiantes usarán el vocabulario de contenido clave para volver a narrar los eventos importantes de las Cruzadas presentando la información a la clase.</p> <p>Student objective [posted] Yo usaré el vocabulario de contenido clave para volver a narrar los eventos importantes de las Cruzadas presentando la información a la clase.</p>
<p>Essential Questions: ¿Cómo debemos manejar los conflictos?</p>		<p>Required Academic Vocabulary for Word Wall:</p> <p>Escuchar: Cruzadas, herejía, inquisición, peregrinos, acosados, soldado, liberar, “Dios lo quiere”, justo, recto, pecados, “tomar la cruz”, turba harapienta, a pesar de, contraatacar, respaldo (apoyo), provocado, tregua, lanzado (iniciado), movimiento, barrer, desprevenido, condenado, eternidad, sacrificios, fondo, saqueos, campañas militares</p> <p>Hablar: Cruzadas, herejía, inquisición, peregrinos, acosados, soldado, liberar, justo, pecados, “tomar la cruz”, turba, a pesar de, contraatacar, respaldo (apoyo), provocado, tregua, lanzado (iniciado), movimiento, barrer, desprevenido, sacrificio, campañas militares</p> <p>Leer: Cruzadas, herejía, inquisición, peregrinos, acosados, soldado, liberar, “Dios lo quiere”, justo, recto, pecados, “tomar la cruz”, turba harapienta, a pesar de, contraatacar, respaldo (apoyo), provocado, tregua, lanzado (iniciado), movimiento, barrer, desprevenido, condenado, eternidad, sacrificios, fondo, saqueos, campañas militares</p> <p>Escribir: Cruzadas, herejía, inquisición, peregrinos, acosados, soldado, liberar, justo, pecados, “tomar la cruz”, turba, a pesar de, contraatacar, respaldo (apoyo), provocado, tregua, lanzado (iniciado), movimiento, barrer, desprevenido, sacrificio, campañas militares</p> <p>Oraciones modelo: Algunos historiadores creen que _____ alentó _____ aunque _____.</p>

Materials: <ul style="list-style-type: none">• Text:The story of how religious crusades began and how important it was to the Christians of and the religions in the .EuropeMiddle East• My World Chapter 22, section 3 p.664-671 (Spanish/English)• Props/costumes/ visuals of key people and events from the Crusades• Visual timeline(My World textbook resources)• Graphic Organizer	Additional Lesson Vocabulary: Review: caballeros, nobles, clérigos, comercio, monjes, capturado, Tierra Santa, siglo, campesinos, vasallos, persecución religiosa Additional: Emperador bizantino, eslogan, marchar, "enfrentar bandidos", "adquirir tierras", "retroceder", "permanecer en manos de___", atacar ___(ciudad), llamado	
Lesson:		Instructional Time:50
Opening:(7minutes) Strategy: Fold the (value) Line - The teacher gives students a list of cultural value statements. The students rank the value statements from most important to least import to them personally. They may add one or two if it's not listed. <ul style="list-style-type: none">• The teacher then reads one of the statements. Students line up from 1-10 based on how they ranked the statement. Then, the teacher tells them to fold the line so they are facing a partner and they share their beliefs.• After 3-4 statements are shared, students come back together and the teacher explains that this was a cultural exchange. Questions – use numbered heads T: “¿Cómo reaccionaron a este intercambio de afirmaciones de valor? ¿Adoptaron las ideas de alguien más otro? ¿Se resistieron contra estas ideas? ¿Qué aprendieron del intercambio?” <ul style="list-style-type: none">• Read the objectives for the day chorally.• Teacher collects rankings to refer to later. Introduction to New Material (Direct Instruction): (15 minutes) Strategy: Storytelling- The teacher tells an abbreviated story of the 8 Crusades utilizing the key vocabulary with realia, pictures, costumes, gestures. T: “Voy a contarles la historia de las Cruzadas, pero empezaremos aprendiendo los gestos/acciones que corresponden al vocabulario clave de hoy. Cada vez que escuchen una de estas palabras en la historia, harán el gesto/acción”. <ul style="list-style-type: none">• Create gestures/actions for the following words: mob, crusades, harassed, called on, for, answering a call, “took to the cross”, failed (fall of___(place)), fund• Show the gesture as you say the word. Discuss the words meaning related to the context of the story.• Provide a visual for each word.• The teacher may act out the story, tell the story and use student actors (costumes optional), tell the story with a visual representation.• Introduce the important characters by showing a visual and with a brief explanation of each person or group: Peter the Hermit, Pope Urban II, Turks, Fatimids, nobles, knights of Templar, King Louis , German emperor, Saladin, Richard 1, Catholic Christians, Jews, clergyman, Pope Gregory IXVII• Post the pictures and refer to them as you tell the story.• As you tell the story, check for engagement, student gestures when you say the key vocabulary words.		

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- After each major event, ask who, what, where, when, why comprehension questions. Students answer by telling a partner.
- Add to a visual timeline as the story is told.
- Using the visual timeline, students re-tell the brief story of the 8 crusades in pairs.

Guided Practice: (minutes)

Strategy: Graphic Organizer – Students organize the additional details and information on a graphic organizer about each crusade as they read a passage.

Use the modeling cycle

Teacher Does

The teacher reads a paragraph about the first crusade as students follow along. When a new detail is read, stop and record the detail on the corresponding section of the graphic organizer.

- Students record what the teacher has written in each section of their graphic organizer.

We Do

- The students chorally read the second paragraph.
- The teacher tells students to stop reading and raise their hand when they reach a detail that they will write on the graphic organizer.
- The teacher re-states the answer(if necessary), asks students where they will place the detail and wait for students to point to where they will write it. Ask them why?
- Everyone writes it on the graphic organizer.

You Do

- The students chorally read the next paragraph.
- Stop and tell a partner a new detail and discuss where to write it.
- All students hold up their graphic organizers and point to the new detail.

Independent Practice: (15 minutes)

Strategy: Jigsaw the crusades - students are divided into groups and each group reads more about the crusades and adds details, then they may act it out for class. The other students record details on graphic organizer as they listen to each group present. The organizer has a positive/negative section for each crusade. Identify conflict, identify the different cultures (religions) involved, and determine if it was resolved? If so how?

- After completing the jigsaw, use the modeling cycle to model how to say one positive and one negative effect of the crusades. Each table group discusses, writes and shares two negative and 3 positive effects of the Crusades referring to the sentence frames.

For example,

T: "Algunos historiadores creen que el espíritu aventurero de las Cruzadas alentó los viajes de descubrimiento aunque las Cruzadas fracasaron en su objetivo de recapturar la Tierra Santa".

Closing: (5 minutes)

T: "¿Qué han aprendido sobre intercambios culturales durante las Cruzadas? ¿Se adoptaron culturas? ¿Hubo resistencia en su contra? ¿Aprendieron de otras culturas?"

The teacher refers to the objective and tells students to write a reflection on how you will solve conflicts with your peers? Will you embrace these differences? Will you push against them? Can you still be friends and accept your differences? Will you choose to learn from your differences?

Note: Be sure to integrate the concept of being judgmental.

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Assessment:

Written reflection

Extra Ideas:

Create a pledge for how students will participate in cultural exchanges.

Use a Frayer model to record vocabulary words, definitions, use in context, pictures/symbols, examples, non-examples, synonyms, antonyms etc.