

## Lesson Plan Template

<b>Grade: 9</b>		<b>Subject: World History</b>	
<b>Materials:</b> <ul style="list-style-type: none"> <li>- Graphic Organizer</li> <li>- Crusades pictures</li> <li>- Saladin Primary Source</li> </ul>		<b>Technology Needed:</b> <ul style="list-style-type: none"> <li>- Access to the pictures and google classroom.</li> </ul>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> . WH.6_12.1 Analyze historical achievements related to science and technology. WH.6_12.2 Explain historical changes related to religions and ideologies. WH.6_12.3 Analyze the effects of different political systems on people. WH.6_12.4 Analyze the influence of social, cultural, and economic developments on individuals. WH.6_12.5 Analyze causes and effects of global events in the past using primary and/or secondary sources. WH.6_12.6 Explain how past events connect to the present.		<b>Differentiation</b> <b>Below Proficiency:</b> Students who are below proficiency will have the ability to take part in both guided practice and peer collaboration. Both of which are beneficial in reinforcing content and providing different aspects for students to be able to engage in the content. <b>Above Proficiency:</b> Students who are above proficiency will thrive since they will be challenged with ethical questions, and analyzing of artistic primary sources. In addition, the peer collaboration will help some students above proficiency since they will be able to discuss the content in depth.  <b>Approaching/Emerging Proficiency:</b> Students who are approaching/emerging proficiency are accounted for since the guided practice and peer collaboration will allow for guidance, reinforcement, and practice of the content and skills.  <b>Modalities/Learning Preferences:</b> Several learning preferences are accounted for with this lesson. The bellringer and discussion at the beginning of class aids those who learn best when discussing with their peers. It also helps those students who prefer time to think and reflect on content. The analyzing of paintings helps those students who are visually inclined. The graphic organizer also helps those with visual learning preference while also aiding those who learn best by writing. The presentation of the graphic organizer as a lecture helps the auditory learners.	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>- Students will be able to explain the impact the Crusades have had on history and the present day.</li> <li>- Students will be able to analyze secondary and primary written and visual sources.</li> <li>- Students will understand the impact that the interaction of faiths and ideologies have on people.</li> </ul> <b>Bloom's Taxonomy Cognitive Level:</b> <ul style="list-style-type: none"> <li>- Evaluate</li> <li>- Analyze</li> <li>- Apply</li> <li>- Understand</li> <li>- Remember</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- Students are expected to use their time in an appropriate and productive manner related to the class content.</li> <li>- Students are expected to be respectful when taking part in small or large group discussions.</li> <li>- Students are expected to use technology in an appropriate way that aids in their learning experience.</li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- When students are collaborating, I will be walking around making sure that students are discussing the content</li> <li>- During large-group discussion, I will call on students to get them engaged in the discussion</li> <li>-</li> </ul>			
<b>Minutes</b>	<b>Procedures</b>		
<b>2</b>	<b>Set-up/Prep:</b> Attendance Get graphic organizer ready Post bellringer to google classroom for students to answer.		

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<b>10</b>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Students will answer the following bellringer about the Crusades:</p> <p>What Pope called for the Crusades? Do you think the Crusades were justified? Why or Why not?</p> <p>Students will then discuss with one another about the questions. We will then gather as a large group to discuss thoughts and opinions about the topic.</p>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b> The following image will be shown to describe the Crusades as a “Holy Call” <a href="https://i.pinimg.com/originals/fd/96/7c/fd967c0c7f34250a1f5ec9399cc67ec6.jpg">https://i.pinimg.com/originals/fd/96/7c/fd967c0c7f34250a1f5ec9399cc67ec6.jpg</a></p> <p>A spider chart diagram will be used as a graphic organizer to highlight 6 main points on the results of the Crusades. The following points are:</p> <ol style="list-style-type: none"> <li>1) Feudalism begins to end as a result of the Crusades <ul style="list-style-type: none"> <li>• Poor knights die (less men to fight in the feudal system)</li> <li>• Kings gain more power since no king goes on crusade but nobles do.</li> </ul> </li> <li>2) An increase in trade begins <ul style="list-style-type: none"> <li>• Exposure to new foods, spices, and other products leads to higher demands for those new things</li> <li>• Merchant class begins to grow and becomes more prominent and rich</li> <li>• Economic flow of money begins</li> </ul> </li> <li>3) Academics advance due to Islamic world’s scientific knowledge <ul style="list-style-type: none"> <li>• Math leads to engineering and better ships</li> <li>• Chemistry leads to inventions such as gunpowder</li> <li>• Biology leads to medicine and hospitals</li> <li>• All lead to start of Universities</li> </ul> </li> <li>4) Major cities start to grow due to trade and Universities <ul style="list-style-type: none"> <li>• More trade routes cause cities to grow along trade routes</li> <li>• Cities begin to become a source of wealth</li> <li>• Look at picture of Venice</li> </ul> </li> <li>5) Tensions form between Europe and the Middle East <ul style="list-style-type: none"> <li>• Look at the source from Saladin p. 384</li> <li>• Same tensions present between East and West today</li> </ul> </li> <li>6) Fall of the Byzantine Empire begins and the rise of the Ottoman Empire begins <ul style="list-style-type: none"> <li>• Byzantine falls 1453</li> <li>• Ottoman rises 1299</li> <li>• 4<sup>th</sup> crusade attacks Constantinople (Byzantine Capital) and leads to downfall of the empire. Look at painting of The Entry of Crusaders into Constantinople. <a href="https://3.bp.blogspot.com/-M_OCrYsgXk/WMIKlxEH7nl/AAAAAAAAAD6U/87RGCh19CAYXkKijzDcQj6LoSwYtsXP2wCLcB/w1200-h630-p-k-no-nu/Eug%25C3%25A8ne%2BDelacroix_Entry%2Bof%2Bthe%2BCrusaders%2Bin%2BConstantinople%2B%25281840%2529.jpg">https://3.bp.blogspot.com/-M_OCrYsgXk/WMIKlxEH7nl/AAAAAAAAAD6U/87RGCh19CAYXkKijzDcQj6LoSwYtsXP2wCLcB/w1200-h630-p-k-no-nu/Eug%25C3%25A8ne%2BDelacroix_Entry%2Bof%2Bthe%2BCrusaders%2Bin%2BConstantinople%2B%25281840%2529.jpg</a></li> <li>• Combination of weakened Byzantines and Muslim’s anger toward Christians allows for the gradual growth of the Ottoman Empire</li> </ul> </li> </ol>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- The analysis as a group of the images is the practice of analyzing primary sources that we will do as a class. The practice will be guided on my part since analyzing art is a more foreign task.</li> <li>- Students will answer an exit ticket on google classroom of: <b>What result of the Crusades do you think is the most important result that happened? Which point is the least important? Why?</b></li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b> The exit ticket will serve as a review of the material.</p>

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<p><b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b> Bellringers and exit tickets will function as formative assessments</p> <p><b>Consideration for Back-up Plan:</b> If technology is not working, the lesson can still be done as a lecture alone.</p>	<p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b></p> <ul style="list-style-type: none"><li>- A summative assessment will take place at the end of the unit.</li></ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> The part that worked the best with this lesson was the fact that each of the points was organized and presented in a way that allowed for students to clearly understand and organize the information on their own. In regard to engagement, students responded most positively to the dissection and analysis of the visual primary sources (paintings/pictures). I noticed that when I had them analyze the paintings by telling me what they saw, they became more likely to ask questions about the specific points as well. Overall, the movement and use of different visual aids (map, pictures, paintings, spider diagram) kept students interested in the lesson as a whole. The point during the lecture that did not work the best was the discussion of point #3. This was also the only point where I did not use an outside source or map to explain the point.</p>		