**Teacher:** Mr. Montefusco  
**Course:** Honors World History 9th  
**Duration:** 5 days A-B Days  
**Start Date:** 6/25/2015  
**End Date:** 6/26/2015  

**Unit Topic:** Religion and Medieval Civilizations  
**Lesson Topic:** Feudalism  

**Standards:** WH.H.2.5  
Analyze the development and growth of major Eastern and Western religions.

**Know:** Differences between monotheistic and polytheistic belief systems and how they impact the political, economic and cultural development and expansion of major empires.  

**Understand:** Toleration of religious practices and beliefs often encourages the growth of religion within an empire and may help guarantee its success or lead to conflict and eventual decline.

**Do:** Construct a model of the political system of Feudalism that explains role and relationship.

**Essential Question(s)/Learning Target(s):** How did the fall of Rome impact Europe’s political system?

**Lesson Format:**  
**Lesson Components:***  
- Do Now: Castle Question Study  
- Alice World presentation on “Feudalism”

**Common Instructional Strategies:**  
- Collaborative Group Work (CGW)  
- Classroom Talk (CRT), Questioning (Q), Writing to Learn (W2L)
| **Exploration** (teacher facilitates student investigation, search and examination of the lesson) | Power point: Direct Teacher Instruction, Discussion/ Activating Prior knowledge from previous lesson, and building upon it. | • CGW  
• CT  
• (Q)  
• W2L  
• Scaffolding (SCF) |
|---|---|---|
| **Explanation** (teacher scaffolds content; making the content plain and comprehensible to students) | Alice Tutorials, Alice presentation on Teacher Model. Separating Myth and History. | • SCF  
• CRT  
• Q  
• Writing to Learn (W2L)  
• CRT |
| **Elaboration** (students are given the opportunity to express knowledge of the lesson in greater length & detail through the creation of mini-projects & projects) | Think pair share: Ideas for how to construct a model of feudalism. | • CGW  
• W2L  
• Literacy Groups (LG)  
• Q  
• CRT |
| **Evaluation** (teachers & students assess the value of the learning that occurred through the presentation of) | Finished Project Product of Alice World. | • CGW  
• W2L  
• CRT |
Examples of Assessments:
- Teacher notes and observation
- Performance (role play, skit, dance, song)
- Written assessment
- Pre/post assessment
- Oral response
- Exit slip
- Learning log
- Journal entry
- Visual representation (poster, chart, model storyboard, timeline)
- Product/Exhibit
- Discussion, debate, seminar
- Oral presentation
- Student-taught lesson
- Mini-projects & Projects

Notes:
1. **Bloom’s Revised Taxonomy:** Use these terms to communicate with students about assessments (always provide a rubric prior to introduction of assignment or projects); Give students the opportunity to “pitch” their project ideas to a group of their “critical friends.”

   Use these words as a guide to facilitate higher levels of thinking:
   - Analyze
   - Argue
   - Carry out
   - Chart
   - Clarify
   - Compare
   - Construct
   - Contrast
   - Create
   - Critique
   - Debate
   - Deconstruct
   - Defend
   - Define
   - Describe
   - Design
   - Develop
   - Evaluate
   - Explain
   - Formulate
   - Generate
   - Graph
   - Identify
   - Implement
   - Infer
   - Integrate
   - Invent
   - Judge
   - Justify
   - List
   - Select
   - Solve
   - Summarize
   - Support
   - Predict
   - Use

2. **Differentiation of Instruction:**
   Project Based Learning (PBL) coincides with differentiating instruction; however, additional options should be available to students who can take advantage of the opportunity to further explore their own ideas--especially as teachers plan to build more in-depth lessons that address the needs of AIG or other EC students.

3. **“Best Practices:”**
   Do not abandon “best teaching practices.” The following instructional strategies, when implemented consistently, improve student achievement:
   1. Identifying similarities and differences
   2. Summarizing and note taking
   3. Reinforcing effort and providing recognition
   4. Homework and practice
   5. Nonlinguistic representations
   6. Cooperative learning
   7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues, and advance organizers

Learning Lab Initiative (LLI): Common Instructional Strategies:
1. Collaborative Group Work (CGW)
2. Writing-to-Learn (W2L)
3. Literacy Groups (LG)
4. Questioning (Q)
5. Scaffolding Texts (SCF)
6. Classroom Talk (CRT)

*These instructional strategies can be embedded into various components of the PBL instructional process.

Project Based Learning (PBL) Instructional Process
1. Begin with the end in mind (What’s the Big Idea)
2. Craft the Driving Question
3. Plan the Assessment
4. Map the Project (curriculum map)
5. Manage the Process