**Colleen Brown**

**YALit Portfolio**

**Dr. Sherry**

**Spring 2012**

**Artifact 1**

The Periods of British Literature

12th Grade Language Arts

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent  (5) | Very Good  (4) | Fair  (3) | Needs Improvement  (2) |
| Create a timeline detailing the periods of British Literature  1.3.12A Interpret significant works from various forms of literature. Analyze the way in which a work of literature is related to the themes and issues of its historical period | | | | |
| **Produce** a timeline for the literary periods (with their dates) in British literature in order from earliest to most recent. | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ |
| **List** one example of a literary work written in each time period. | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ |
| **Write** a paragraph about the author and plot of each literary work. | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ |

Comments

Grade Scale:

14-15 = A

13-12 = B

11-10 = C

9-8 = D

7 or less = resubmit

Student’s Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Developed by: Colleen Brown

|  |  |  |  |  |
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| Create a timeline detailing the periods of British Literature  1.3.12A Interpret significant works from various forms of literature. Analyze the way in which a work of literature is related to the themes and issues of its historical period | | | | |
| **Produce** a timeline for the literary periods (with their dates) in British literature in order from earliest to most recent. Include Name and date on paper | No errors in the order of the time periods. All date ranges are listed with the correct time periods. | 1-2 errors in the order of the timeline or 1-2 mistakes in date ranges. | 3-4 errors in the order of the timeline or 3-4 mistakes in date ranges. | 5 or more errors in the order of the timeline or 5 or more errors in the order of the date ranges. |
| **List** one example of a literary work written in each time period. | Have 1 example of a literary work for each time period. | 1-2 time periods do not have an example of a literary work | 3-4 time periods do not have an example of a literary work | 5 or more time periods do not have an example of a literary work. |
| **Write** a paragraph about the author and plot of each literary work. | No spelling or grammatical errors in each paragraph. | 1-2 spelling or grammatical errors in each paragraph. | 3-4 spelling or grammatical errors in each paragraph. | 5 or more spelling or grammatical errors in each paragraph. |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Listed below are the periods of British literature on the left. On the right, are the date ranges for each period. However, these date ranges are not correctly matched with the periods on the left. Decide which period goes with each date range and place these on a timeline (handwritten or computer generated) and include a major literary work from that time period with a paragraph describing the plot and author of each work.

|  |  |
| --- | --- |
| Middle English | 450-1066 AD |
| Neo-Classical | 1500-1660 AD |
| Victorian | 1782-1830 AD |
| Romantic | 1600-1782 AD |
| Celtic Roman | before 450 AD |
| Anglo-Norman | 1830-1901 AD |
| Modern | 1200-1500 AD |
| Anglo-Saxon | 1901-1942 AD |
| Renaissance | 1066-1200 AD |

**Artifact 2**

Final Assessment Options

In this unit we have studied various myths from around the world. Some of these might have really peaked your interest and there might have been some that you would have liked to study that were not included in the unit. Now it is time to take what you've learned and go one step further. Below are some options for final projects that you can do as your last graded assignment for this unit. Pick one, follow all directions and be ready to present you project on one of our presentation days (to be announced). This project accounts for ten percent of your final grade (the other 90% being your tests and papers from other units as well as your homework and vocabulary assignments) so make sure that you complete every part of the assignment you choose.  
  
1. Choose a myth from a culture that we did not discuss in a previous class. Write a 1-2 page paper, MLA format, which includes a brief introduction to that particular culture, the history of the myth, when it was first told, and what could have caused this myth to be created in the first place. To accompany this paper, you should have a poster with pictures, WordArt, written examples that help to illustrate the myth to the class. This poster will be presented to the class on the same day you hand in your paper.  
  
2. Many of our myths center on a particular God or Goddess or a hero and their motivations. Pick one God/Goddess or hero that stuck out to you and imagine that you are sitting down to conduct an interview with them. You must include at least twenty interview questions with an answer of at least 3 sentences for each. Try to figure out why they acted as they did in the myth that you chose. If you choose this option, on the day of your presentation the interview will be acted out in front of the class with you playing your chosen God/Goddess or hero and another student playing the interviewer.  
  
3. Watch a modern movie/tv adaptation of any of the myths that we learned about in class. There are many myths that get worked into movies and plays or influence other works. After watching, write a compare/contrast paper on your findings. Include an introduction paragraph, at least one paragraph on comparison and one on contrast. Analyze how these similarities and differences are important. This paper must be at least 1-2 pages and be formatted in the MLA style. Include a reference page listing your outside modern adaptation. Each paper must have a compare/contrast short accompanying it for your class presentation.  
  
4. Look at a piece of art that represents the characters of a particular myth. This could be a painting, a statue, and engraving, etc. Now see how that piece represents your chosen myth. Does it represent the story accurately? What do you like/dislike about it? What do you think the artist should have done differently? You are not restricted to these questions but these questions must be answered in your presentation. Your piece will be presented to the class as an oral report. In your report, answer the above questions and include a summary of the myth that is pictured. An outline of your presentation must be turned into the teacher before you present. You must also have a visual representation of your piece of art for your presentation (a picture, a replica, a PowerPoint, or just find an example on the internet to show in class).  
  
5. Create your own land and decide who the people are, the climate, and topography of your island. Then create your own pantheon of Gods and give each a unique power and personality. Then create at least three myths for your canon of beliefs. You must include a creation myth and a myth about what happens at the end of the world. You can include as many as you like but you must include these two. In your presentation you must have a visual representation of what your Gods look like and a map of your land that they rule over. Include a copy of your myths for each student in the classroom to be handed out before you present on your day.  
  
  
Every day that a project is late will result in an automatic decrease of one letter grade. If you have to reschedule your presentation you must let me know at least one day in advance so that I can find a time to accommodate you. If you do not show up on the day of your presentation after it has been rescheduled then your project grade will drop by one letter grade.

*Checklist for Poster (option 1)*

\_\_\_\_\_\_\_Has at least three pictures to illustrate the myth’s stories

\_\_\_\_\_\_\_Has three facts about the culture behind the myth

\_\_\_\_\_\_\_Includes why the myth was created

\_\_\_\_\_\_\_Neat presentation

\_\_\_\_\_\_/4 Total

*Rubric for Paper portion*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade/Criteria | 4.0 A | 3.0 B | 2.0 C | 1.0 D |
| Structure/Organization | Essay maintains logical flow.  Argument is cohesive throughout | Logical flow is somewhat choppy.  Argument is relatively cohesive | Parts of essay are missing.  Flow is choppy.  Argument is difficult to follow | Almost all parts of essay are missing.  Essays holds no flow.No argument presented |
| Clarity/Focus | Maintains clear thesis/argument throughout paper.  Each paragraph relates to the thesis.  Paper organization is purposeful and logical | Maintains a clear  thesis/arguement. Includes unneccessary details that detract from the thesis.  Paper organizational is purposeful and logical | Thesis/arguement is vague but understandable. Not every paragraph relates to the thesis. The organization of the paper is slightly out of place | Thesis/arguement is incorrectly stated or poorly worded. Thesis appears infrequently iThe organization of the paragraphs lacks a chronological or a logical order |
| Evidence | Clear and relevant textual support Evidence was properly introduced.  Evidence supported thesis | Some stand-alone quotes were present. Most evidence was relevant. | Evidence was not properly introduced.  Evidence did not support thesis | Textual evidence was extremely scarce, if there at all. Evidence that was present was not relevant to the student’s thesis, |
| Grammar | Proper capitalization and punctuation make paper easy to follow along without confusing the reader; Paper is written for appropriate audience | Paper is mostly easy to follow but there are a few errors present affecting the writer's voice | There is enough grammatical error to cause difficulty in understanding half or more of the paper. | Errors in grammar lead to confusion in paper; there is no indication of voice or who the audience is |

Total point value\_\_\_\_\_\_/16 Total

Total project grade\_\_\_\_\_\_/20

*Task Checklist for Option 2*

\_\_\_\_\_\_\_Includes 20 Interview Questions(5 points)

\_\_\_\_\_\_\_Written copy of the Questions/Answers are provided for the teacher in advance(1 point)

\_\_\_\_\_\_\_Each Question has at least 3 sentences for an answer(5 points)

\_\_\_\_\_\_\_Question answers are written in the God/Goddesses/Heroes perspective(3 points)

\_\_\_\_\_\_\_The Question answers clearly explain the motivations of the chosen character(3 points)

\_\_\_\_\_\_\_Presentation with classmate is well prepared and put together(3 points)

\_\_\_\_\_\_\_/20 Total

*Rubric for Option 3*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade/Criteria | 5.0 A | 4.0 B | 3.0 C | 2.0 D |
| Structure/Organization | Essay maintains logical flow. Correctly formatted in MLA format. | Logical flow is somewhat choppy. | Parts of essay are missing. Flow is lacking. | Many parts are missing from the paper. No flow. |
| Compare/Contrast | Essay includes both a compare and a contrast section. | Has both sections but does not go into detail | Missing one of the compare or contrast sections | Paper does not include compare and contrast arguments |
| Evidence | Uses quotes and examples to prove the similarities and differences between the modern and traditional story. | Some evidence that does not show the similarities and differences. | Not many examples or quotes included. | No examples and quotes provided. |

Total Point Value\_\_\_\_\_\_\_/20 Points

*Task Checklist for Option 4*

\_\_\_\_\_\_\_Project overview provided for teacher beforehand (2 Points)

\_\_\_\_\_\_\_Explains what they like/dislike about the painting(4 points)

\_\_\_\_\_\_\_Explains how it represents the myth that it is supposed to (4 points)

\_\_\_\_\_\_\_Summary of the Myth (3 points)

\_\_\_\_\_\_\_What suggestions to the artist to make it represent the myth (4 points)

\_\_\_\_\_\_\_Visual Representation provided for the class (3 points)

\_\_\_\_\_\_\_/20 Total Points

*Task Checklist for Option 5*

\_\_\_\_\_\_\_Have a map that represents your land

\_\_\_\_\_\_\_Have a visual representation of your Gods and description of the God’s powers

\_\_\_\_\_\_\_Include a copy of the myths for the class

\_\_\_\_\_\_\_Includes a Creation Myth

\_\_\_\_\_\_\_Includes a myth about the end of the World

\_\_\_\_\_\_\_/20 Total Points

**Artifact 3**

**Lesson 1**

Unit: Mythology

Lesson 4: Other Myths from the Greek World

Unit Goals:

Define a Hero in the context of the native culture and compare them to their own heroes.

Explain how these stories explain the natural world that their people lived in.

Explain how these stories shaped the history of the nations that they represented.

Explain how these stories give insight into the values of the people who created them.

Objectives:

Students will examine other Greek myths to better understand the Greek system of worship as well as aspects of the Greek culture.

Students will focus on a “model” Greek myth so that we can better compare Greek myths with those we will study later on in the unit.

Standards:

RL.11-12.1Cite strong and thorough textual evidence to support analysis of what the text

says explicitly as well as inferences drawn from the text, including determining

where the text leaves matters uncertain.

SL 11-12. 2 Integrate multiple sources of information presented in diverse formats and

media (e.g., visually, quantitatively, orally) in order to make informed decisions

and solve problems, evaluating the credibility and accuracy of each source and

noting any discrepancies among the data.

SL 11-12.1. Initiate and participate effectively in a range of collaborative discussions (oneon-

one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics,*

*texts, and issues,* building on others’ ideas and expressing their own clearly and

persuasively.

Materials:

YouTube (2007). Hercules: Zero to Hero. Retrieved from http://www.youtube.com/watch?v=qRCteeZTrjE

Journal

Worksheet for the Jigsaw activity

Hamilton, Edith. (January 2011). Mythology: Timeless Tales of Gods and Heroes. Grand Central Publishing. New York.

Activities:

I will take attendance (2 minutes).

Play video from YouTube: <http://www.youtube.com/watch?v=qRCteeZTrjE>. Ask students if they have ever seen this before. This is a modern representation of one of the many myths that are still circulated in our culture. This story is written in Edith Hamilton’s Mythology but we will be focusing on some lesser known Greek myths in today’s class. (4 minutes).

Jigsaw Activity:

Class will split into five groups of 5 and sit in separate places in the room. Each member of the group will be given a number and each number represents a story in Edith Hamilton’s Mythology.

The groups will be as follows

1. Cupid and Pysche

2. Orpheus and Eurydice

3. Pyramus and Thisbe

4. The Cyclops Polyphemus

5. Pegasus and Bellerophon

Each student will be asked to group together with others in the class who have the same number and read through their myth. In these different groups they will answer the following questions: Who are the main characters? What aspects of a myth do you see in the story? What can this story tell us about what the Greeks believed in? What is the conflict in the story? Was there a resolution of the conflict? What lesson can be learned from the myth? (20 minutes).

Class will regroup into their first groups and discuss their answers with their classmates. After each one the other students will ask questions and the “teacher” student will be the expert on the topic. Each student will fill in the answers in their notebooks for the myths that were covered by another group member. (15 minutes).

As a class, we will come together and choose one of the myths to stand as a “model” if sorts. If one was particularly difficult we will discuss that one. We will look at the structural aspects that make it a myth, and then discuss why the Greeks would have created this myth to begin with. This will tie back into their research from their Jigsaw groups. Groups may share their findings with the class at this point. (7 minutes)

Assessment

I will monitor as the groups are working to determine who is working and who is not. Students who might not be participating could be staring into space or doing other things like doodling or doing other homework. This will also help determine if they are getting the information from the myth.

I will collect the papers from the Jigsaw activity to make sure that they are filled out completely for each myth. These will be handed back in class the next day to be used as study guides for the test.

Modifications

In the Jigsaw activity, the student should be paired with higher achieving students in both their own group and their expert group to help work through the stories and information in order to pull the important facts out. Have a worksheet already prepared that would make it easy to fill out for the student.

**Lesson 2**

Unit: Mythology

Lesson 6: Sir Gawain and the Green Knight Day 3

Unit Goals:

Define a Hero in the context of the native culture and compare them to their own heroes.

Explain how these stories explain the natural world that their people lived in.

Explain how these stories shaped the history of the nations that they represented.

Explain how these stories give insight into the values of the people who created them.

Objectives:

Students will review vocabulary words that pertain to symbolism so that they can better understand how it plays a role in Sir Gawain and the Green Knight.

Students will create their own shield about themselves to show that they can connect symbolism to their own lives.

Standards:

SL 11-12. 2 Integrate multiple sources of information presented in diverse formats and

media (e.g., visually, quantitatively, orally) in order to make informed decisions

and solve problems, evaluating the credibility and accuracy of each source and

noting any discrepancies among the data.

RL.11-12.1Cite strong and thorough textual evidence to support analysis of what the text

says explicitly as well as inferences drawn from the text, including determining

where the text leaves matters uncertain.

Materials:

White construction paper for shields

Mandala paper (colored paper)

Magazines/newspapers

Glue

Tape

Sir Gawain and the Green Knight. (2007). <http://www.youtube.com/watch?v=t855W1rFYEo> at

3:53 minutes in

Anonymous, Borroff, Marie (Editor). (2009). Sir Gawain and the Green Knight. Norton Critical Edition Series. New York.

Polk, Jennifer. (2008). Sir Gawain and the Green Knight. Retrieved from

<http://www.scribd.com/doc/2365841/Sir-Gar-Wain-and-Green-Knight-Unit-Plan>

Activities:

Before we start, I will take attendance. (3 minutes).

Then I will choose students at random to see if they are able to define specific vocab words (mandala, symbolism, pentagram) that will be tested on a test later in the unit. Explain that these words in particular will help with today’s lesson since we will be examining aspects of symbolism. (2 minutes)

Today we will focus on the design of Gawain’s shield. It is a very important symbol in Gawain’s story.

The Pentangle. – Draw on Board. Ask students where they have seen a pentangle before? Students will probably answer: witches or supernatural “evil” things.

Play the Youtube video at 3:53 for the description of the shield: <http://www.youtube.com/watch?v=t855W1rFYEo>

(5 minutes)

Ask the students if anyone’s opinions have changed. Explain how the symbol has changed over the years to represent something completely different than its original meaning. Another example they might be familiar with: the swastika (3 minutes).

Introduce symbolism activity:

As Gawain’s shield is a symbol of him as a person, the students will create their own shield that represents themselves. They can use magazine clippings, original pieces of art, words, whatever they want. They must use at least three colors to represent themselves and come up with one symbol to feature on their shield. Any other pictures will represent other aspects that are important to them as a person. After their shield is ready they will write an explanation detailing the choice of colors and the images (20 minutes)

Each student will place their shield in a place around the room. Students will cycle around the room reading the descriptions and looking at the shields. After the students have gone around to all of the shields they will be hung up on a bulletin board for the remaining duration of the unit (8 minutes)

Assessment

After watching the video about Gawain’s shield I will have students explain what the pentagram means. They should explain the religious and spiritual connections and come up with reasons why the meaning of this symbol may have changed over the years.

By examining their shields and reading their descriptions I can see whether they can apply symbolism to their real lives. If they have no explanation then their knowledge of symbolism cannot be assessed.

Modifications

Allow students with more time to brainstorm ideas. Allow them to collaborate with other students in order to come up with ideas. More time might be required to help them finish their projects. Praise their display as you walk around to look at the other works(positive reinforcement).

**Artifact 4**

Unit: The Hundred Years War

Lesson: Social/Economic Aspects of England during the Hundred Years War (50 min)

**Unit Goals**

1. Using a timeline and journal prompts, students will be able to explain the sequence of events, key dates, and people from The Hundred Years War.
2. Students will be able to describe the different levels of the feudal system as well as the economic climate of England during The Hundred Years War.
3. Students will be able to understand the various changes literature underwent during The Hundred Years War by being able to cite specific authors and their influence on literature.
4. Upon completion of this unit, students will be able to distinguish the respected language before, during and after the war as well as the political, societal and cultural influences on English during that time period.

**Lesson Objectives**

1. Students will use a graphic organizer to help them understand the structure of the feudal system that existed in Medieval England.
2. Students will learn about the economic climate of the Hundred Years War period and determine how this affected the people living during this time.
3. Students will synthesize information that they have learned about the Hundred Years War to write a short (5 sentences) paragraph to show what they have learned about the period.

**Motivational Device:** I will start class by playing a video from Monty Python’s The Holy Grail which displays the feudal system of Medieval Britain as well as the rising discontent of the serfs and peasants. I will play the video and ask if anyone has seen it before. Say that this clip illustrates the first topic that we will be discussing in today’s class.

**Standards**

IKI.11.7 Integrate and evaluate multiple sources of information presented in different

media or formats (e.g., visually, quantitatively) as well as in words in order to

address a question or solve a problem.

TTP.11. 2Write informative/explanatory texts to examine and convey complex ideas,

concepts, and information clearly and accurately through the effective selection,

organization, and analysis of content.

PDW.11.4 Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience. (Grade-specific

expectations for writing types are defined in standards 1–3 above.)

**Materials/Resources**

Feudal System Worksheet

Monty Python and the Holy Grail clip. From YouTube at <http://youtu.be/rAaWvVFERVA>

Kemmer, Suzzanne. (2009). *The transition to early modern English*. The history of english. Retrieved from <http://www.ruf.rice.edu/~kemmer/Histengl/emode.html>

Castles Index. (2011). Medieval Feudal System. Retrieved from http://www.castles.me.uk/medieval-feudal-system.html

Postan, M M. (1942). Some social consequences of the hundred years war. *The Economic History Review*. Volume a12, Issue 1-2 (pages 1–12).

MacFarlane, K, B. (1962). War, the economy and social change: England and the hundred years war. *The Oxford University Press.* No. 22 (pages 13-18).

**Technology**

Computer

Projector

**Lesson Outline**

**Activities**

1. For our first activity, there will be a graphic organizer on the board with places open to fill in with the different levels of the feudal system. This will give us a background to grow on as we learn about the changes that occur during the Hundred Years War. The students will have a worksheet with this same graphic organizer on it so that they can copy it down and have it in their notes. The majority of this lesson will be notes with a little discussion in the middle after certain sections are covered which will help them relate the material to their own lives.
2. The Feudal System (20 min)
   1. A very divided society existed in the Middle Ages which greatly affected how people lived during the Hundred years War
   2. This was known as the Feudal system
      1. The Pope(the church)
      2. The King
      3. Nobles
      4. Knights
      5. Freemen(peasants)
      6. Serfs
   3. It was possible to move up these ranks but there were always limitations to how far up you could travel.
      1. **For example**: if a serf were to be freed, he could become an affluent businessman and be considered in the freemen category. However, he would probably never become a Lord unless he somehow got recognized by the king.
3. Leading to the War (6 min)
   1. By the time of the Hundred Years War (1337), there was a new class of people: the **artisans and merchants**
   2. These people started to gain power and also to steer the economy
   3. The Royal Court became at odds with the church – were pushing for church reform
   4. Another event led to the rise in the power of the serfs
      1. The Plague seriously dented to available work force
      2. Now these people had more rights and could demand more compensation for their work
   5. They were also becoming more literate
      1. Poetry had started to be written in English – spurred on by feelings of English Nationalism
      2. People also wanted to be able to read the bible in their native language
4. The Economy (10 min)
   1. You would think that at a time like this, the economy would flourish because of the increased need for goods and supplies for the soldiers.
   2. However, this was not necessarily the case.
   3. War had become expensive
   4. Here I will ask students to think about all of the things that soldiers need in Iraq and Afghanistan.
      1. (They will probably include food, water, guns, and other military equipment and some might include goods that are given to help the native citizens)
      2. Now I will ask them to imagine how expensive goods could be when they were not made in a factory and had to be handmade and shipped. Someone had to pay for all of this! Ask them who they believe paid for the goods – the peoples of course!
   5. The crown started to heavily tax the people of England to pay for the wars.
      1. The Peasants Revolt
         1. Aka. Wat Tyler’s Revolt
         2. Serfs and peasants revolted against the heavy taxes of Richard II to fund the war
         3. Although the revolt was brutally put it down it set the stage for future economic and social reforms for the lower classes of England.
   6. They paid mercenaries to fight for them which cost even more money.
      1. Mercenaries can be bought – it’s very hard to retain a mercenary
   7. The French: taxes on salt, bread, and wine as well as taxes on the rights to use wine presses, grindstones and mills.
   8. The English: not only did some people still owe goods to their lords, there were taxes on wool, woolfells, and hides which were very important to the English economy
5. Effects on England’s future economy (4 min)
   1. After the war, there was a new class of people
   2. The nobles were not the only ones who received war prizes during the war
      1. With the invention of the longbow the knights were not as important in determining battles
      2. The common foot soldier had a new position beyond that of a pawn for the nobles to move
   3. This proved good for trade
   4. People had money that they would not have been able to spend before
6. Conclusion (10 min)
   1. As our conclusion I will have the students synthesize what they have learned and write a paragraph with at least five sentences describing the feudal system of the middle ages as well the economic climate at the time of the hundred years war. These will be collected at the end of class and will be the children’s “ticket out the door”.

**Assessment**

The paragraph that students will be required to hand in at the end will be collected and graded to see whether the students understood the concepts that we have gone over in class today. This will also allow me to see what I may have to revisit on another day of class. In the following lessons we would do a quick review of vocabulary to keep these ideas fresh in their minds as they work through the new material. Also by walking around and using random selection to call on students throughout I will be able to gauge who is following and who is confused with the material.

**Homework**

For homework, students will have to review their vocabulary from this lesson and read the next section of their text which focuses on the art and culture of the Hundred years War which is the topic of our next lesson.

**Differentiated Learning Activity**

For students with learning disabilities I would allow them to work closely with another student on their feudal system diagram because they might need to go at a slower pace than the rest of the class. If an aide is present in the classroom then they will be able to fill this position and be at the child’s side the whole time. These students also might need a little more time to write their paragraph at the end and they will be allowed to hand theirs in the next day at the beginning of class. Students with visual impairments will be seated at the front of the classroom to help them with note taking.

In the chart below, fill in each line with a level of the feudal system from most powerful at the top to least powerful at the bottom. The rest of the space may be used to take any additional notes.