



EXPEDITIONARY
LEARNING

Grade 6: Module 2B: Unit 1: Lesson 4

Reading for Gist: “Middle Ages” Excerpt 2



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

Supporting Learning Targets

- I can find the gist of Excerpt 2 of “Middle Ages.”
- I can determine the meaning of words and phrases in Excerpt 2 of “Middle Ages.”
- I can identify the adversity faced by specific groups of people in Excerpt 2 of “Middle Ages.”

Ongoing Assessment

- Digging Deeper into the Text: “Middle Ages” Excerpt 2



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Reading for Gist (15 minutes)B. Digging Deeper into the Text: Determining the Meaning of Words and Phrases (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Identifying Adversity (8 minutes)4. Homework<ol style="list-style-type: none">A. QuickWrite 2: Reread “Middle Ages” Excerpt 2 and answer this focus question:<ul style="list-style-type: none">– “The second paragraph states, ‘As private wars became less frequent, trade became easier.’ How does this sentence move the excerpt into describing life in the towns?”	<ul style="list-style-type: none">• This lesson is similar in structure to Lesson 2 and is the first lesson in a two-lesson cycle in which students read an excerpt for gist and dig deeper into the text to build background knowledge about people in the Middle Ages. In the second lesson of the cycle (Lesson 5), students again will write a summary of the excerpt and analyze how part of the text contributes to the whole.• Most of the unfamiliar domain-specific vocabulary words have been included in the glossary to ensure that students have time to grapple with some of the more challenging sentences and phrases to gain a deeper understanding of the text and build background knowledge about the Middle Ages.• After reading for gist, students dig deeper into the meaning of the text by answering questions. Most of these questions are text-dependent, but some are focused on word and phrase meaning. To ensure that students are able to answer these questions and gain a deeper understanding of the text, this is teacher-led with the aid of a Close Reading Guide.• The closing of the lesson involves having students identify the adversity they see faced by people in the excerpt. This is to bring the focus of the lesson back to the module focus of adversity, and it will also be used in the end of unit assessment, when students write an informational essay about the adversities faced by a particular group of people in the Middle Ages.• To prepare students to address RI.6.5 in the next lesson, for homework they are assigned a QuickWrite analyzing how a part of the text introduces the people of the Middle Ages and prepares us for the information in the rest of the excerpt. This is preparing them for the mid-unit assessment and will be discussed in more detail in the next lesson.• In advance: Familiarize yourself with the text and the Close Reading Guide.• Post: Learning targets.



Lesson Vocabulary	Materials
feudal lords, toll, merchant, artisans, peddlers, occupation, Latin, guarded privilege	<ul style="list-style-type: none">• “Middle Ages” Excerpt 2 (one per student and one to display)• Document camera• Word catcher (from Lesson 2)• Equity sticks• Digging Deeper into the Text: “Middle Ages” Excerpt 2 (one per student and one to display)• Close Reading Guide—“Middle Ages” Excerpt 2 (for teacher reference)• Adversity anchor chart (from Lesson 2)• Adversity anchor chart (answers, for teacher reference)• Homework: QuickWrite 2 (one per student)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can find the gist of Excerpt 2 of ‘Middle Ages.’”* “I can determine the meaning of words and phrases in Excerpt 2 of ‘Middle Ages.’”* “I can identify the adversity faced by specific groups of people in Excerpt 2 of ‘Middle Ages.’”• Remind students that these are the same learning targets they had in Lesson 2.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students’ Needs
<p>A. Reading for Gist (15 minutes)</p> <ul style="list-style-type: none">• Distribute “Middle Ages” Excerpt 2 and display a copy via a document camera. Invite students to silently read along with you as you read the excerpt.• Point out the words in bold type and the glossary and remind students to use this to help them understand the text.• Ask them to silently reread Paragraph 1 for the gist and discuss with an elbow partner:<ul style="list-style-type: none">* “What is the gist of this paragraph? What is it mostly about?”• Select students to share their responses. Listen for them to explain that it is mostly about the tolls that feudal lords collected from merchants in towns.• Invite students to circle any unfamiliar words in the first paragraph. Select volunteers to share the words they circled and circle them on your displayed text. Address the unfamiliar vocabulary in these ways:<ul style="list-style-type: none">– Ask students to read around the word to see if they can figure out the meaning from the context.– Invite students to replace the word with another word.– Ask other students to help by sharing the meaning of the word.– Invite students to look in the dictionary to identify the meaning and to put the definition into their own words.• Ask students to record any unfamiliar vocabulary on their Word Catcher.• Invite them to work in pairs to find the gist and circle any unfamiliar vocabulary in each of the remaining paragraphs of the excerpt. Remind them to discuss the gist with their partner before recording it in the margin.• Circulate and support students as they read. If some need more support, ask them to practice telling you the gist of a section before they write it in the margin.• Refocus whole group. Consider using equity sticks to select students to share the gist of the remaining paragraphs. Use the strategies suggested above to help the class determine the meaning of any other unfamiliar vocabulary.	<ul style="list-style-type: none">• Reviewing academic vocabulary words benefits all students developing academic language. Consider allowing students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves. Teachers can address student-selected vocabulary as well as predetermined vocabulary upon subsequent encounters with the text. However, in some cases and with some students, pre-teaching selected vocabulary may be necessary.• Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When they annotate the text by circling these words, it can also provide a formative assessment for the teacher.• Consider seating those students who may struggle near each other in their pairs so that you can work with them all in one group.



Work Time (continued)	Meeting Students’ Needs
<p>B. Digging Deeper into the Text: Determining the Meaning of Words and Phrases (20 minutes)</p> <ul style="list-style-type: none"> Distribute Digging Deeper into the Text: “Middle Ages” Excerpt 2 and explain that you are going to guide the class through the questions. Use the Close Reading Guide—“Middle Ages” Excerpt 2 (for teacher reference) to lead students through a series of questions about the excerpt. Students discuss the answers to these questions with their partner and then share with the whole class. 	<ul style="list-style-type: none"> Questioning students about parts of the text encourages them to reread the text for further analysis and ultimately allows for a deeper understanding. Guiding questions provide motivation for student engagement in the topic and give a purpose to reading a text closely.
Closing and Assessment	Meeting Students’ Needs
<p>A. Identifying Adversity (8 minutes)</p> <ul style="list-style-type: none"> Remind students that this module is about adversity. Tell them that now they are going to identify the adversity faced by different groups of people in the excerpt of text they have just read. Focus students on the Adversity anchor chart. Ask them to discuss in pairs: <ul style="list-style-type: none"> * “What adversities do people in Excerpt 2 of ‘Middle Ages’ face?” * “What evidence can you quote from the excerpt to support your answer?” Select a few pairs to share their thoughts. Record their ideas on the Adversity anchor chart. Refer to the Adversity anchor chart (answers, for teacher reference) as you guide the class. Distribute Homework: QuickWrite 2. 	<ul style="list-style-type: none"> Capturing whole-class thinking on an anchor chart ensures quick reference later on in the unit.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> QuickWrite: Reread “Middle Ages” Excerpt 2 and answer this focus question: <ul style="list-style-type: none"> – “The second paragraph states, ‘As private wars became less frequent, trade became easier.’ How does this sentence move the excerpt into describing life in the towns?” 	



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Supporting Materials



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“Middle Ages” Excerpt 2

Town Life

1. There were few towns, particularly in northwestern Europe, during the early Middle Ages. The rule of the **feudal lords** discouraged trade, and towns lived by trade. Each lord collected a **toll**, for “protection,” from all **merchants** who came into his neighborhood. A merchant paid many such tolls in traveling from one land to another. For example, a merchant taking a boatload of goods down the Loire River from Orléans had to pay 74 different tolls. Needless to say, the many tolls made goods expensive and trade difficult even in times of peace. During the frequent private wars trade became still more risky.
2. As private wars became less frequent, trade became easier. Towns grew in both number and size. Townspeople were better off than the serfs, for they were free. But their position was beneath that of the lords. Thus the townspeople became known as the middle class.
3. Most townspeople were merchants and **artisans**. Some merchants were little more than **peddlers** carrying their packs from village to village. Others brought goods by ship, riverboat, or pack train from distant lands to sell in town markets and fairs.
4. As towns grew larger, some people opened shops stocked with goods bought from the traveling merchants. One shopkeeper might sell drugs and spices brought from distant lands. Another shop might have furs or fine cloth and carpets from the East. Towns also had butchers, bakers, and barbers. Artisans manufactured shoes, hats, cloth, ironware, and other goods in their workshops.
5. The right to do business in a town was a guarded privilege. The merchants and artisans banded together in special organizations for each trade or craft, called guilds. Only members of the guilds could sell goods or practice a trade within the town walls. Guild members all charged the same prices for the same quality work, and they limited the number of people permitted to follow a particular **occupation**. The shoemakers’ guild, for example, wanted to make sure that there were never more shoemakers in a particular town than could make a good living there.

“Middle Ages” Excerpt 2

The Role of the Church

6. Every town and almost every village in the Middle Ages had a church, where a priest conducted worship services, baptized babies, married young people, and buried the dead in the churchyard. In addition, the priests taught the children at least the most important Christian prayers and beliefs.
7. The church was also served by monks and nuns. Monks were men who lived together in a house called a monastery. They were under the rule of an abbot, and they devoted their lives mainly to prayer and religious service. The nuns were women who followed a similar life in houses usually called convents. Monks and nuns gave all of their property to the monastery or convent. They vowed never to marry and agreed to live under strict rules.
8. Some monks worked in the monastery’s fields, fed the poor who came to the monastery gate, or took care of travelers who asked for shelter. Others copied books in the monastery scriptorium, or writing room. Since there were no printing presses, all books had to be copied by hand. A few monks conducted schools where they taught boys to read and write **Latin**. It was necessary to learn Latin because both the Bible and the church services were in that language. Poetry and history were also written in Latin.

Glossary:

feudal lord – the master of an area of land and people who worked there

toll – a charge for using a road, river, or bridge

merchant – a businessman who sells things made by others

artisan – a craftsman who makes something useful, like furniture

peddler – someone who travels around selling things

occupation – a job

Latin – an old language

Cooper, Kenneth S. "Middle Ages." The New Book of Knowledge. Grolier Online, 2013. Web. 20 Aug. 2013.



Digging Deeper into the Text —“Middle Ages” Excerpt 2

Name: _____

Date: _____

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)

I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

Directions and Questions	Answers. Use evidence from the text.
Reread Paragraph 1. 1. Why did merchants have to pay tolls to lords?	
Reread Paragraph 2. 2. Why were townspeople better off than the serfs?	
Reread Paragraphs 3 and 4. 3. What occupation did most townspeople have? 4. What other occupations could be found in the towns?	



Digging Deeper into the Text —“Middle Ages” Excerpt 2

Directions and Questions	Answers. Use evidence from the text.
<p>Reread Paragraph 5.</p> <p>5. What were the special organizations of merchants and artisans called?</p> <p>6. What special rights did being a member of the special organizations give merchants and artisans?</p>	
<p>Reread Paragraph 6.</p> <p>7. What jobs did the priests have to do?</p>	
<p>Reread Paragraphs 7 and 8.</p> <p>8. What jobs did the monks and nuns have?</p>	

Close Reading Guide—"Middle Ages" Excerpt 2
(For Teacher Reference)

Name: _____

Date: _____

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)

I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

Time: 20 minutes

Directions and Questions	Teaching Notes
<p>Reread Paragraph 1.</p> <p>1. Why did merchants have to pay tolls to lords?</p>	<p>(2 minutes)</p> <p>Invite students to reread Paragraph 1.</p> <p>Ask them to read Question 1 and discuss the answer with their partner. Encourage them to underline the answer in the text before recording it in the second column of their organizer.</p> <p>Use equity sticks to select students to share their answers.</p> <p><i>Listen for them to explain that merchants paid tolls for "protection."</i></p>



Close Reading Guide—"Middle Ages" Excerpt 2
(For Teacher Reference)

Directions and Questions	Teaching Notes
<p>Reread Paragraph 2.</p> <p>2. Why were townspeople better off than the serfs?</p>	<p>(4 minutes)</p> <p>Invite students to reread Paragraph 2 and discuss with their partner:</p> <ul style="list-style-type: none">* "What does middle class mean? Why did the townspeople become known as the middle class?" <p>Select volunteers to share their answers.</p> <p><i>Listen for and guide students to understand that it means the social position of the townspeople was higher than that of the serfs but not as high as the lord's. They were somewhere in the middle.</i></p> <p>Ask students to read Question 2 and discuss the answer with their partner. Encourage them to underline the answer in the text before recording it in the second column of their organizer.</p> <p>Use equity sticks to select students to share their answers.</p> <p><i>Listen for them to explain that townspeople were better off than serfs because they were free.</i></p>



Close Reading Guide—"Middle Ages" Excerpt 2
(For Teacher Reference)

Directions and Questions	Teaching Notes
<p>Reread Paragraphs 3 and 4.</p> <p>3. What occupation did most townspeople have?</p> <p>4. What other occupations could be found in the towns?</p>	<p>(4 minutes)</p> <p>Invite students to reread Paragraphs 3 and 4.</p> <p>Ask them to read Question 3 and discuss the answer with their partner.</p> <p>Encourage them to underline the answer in the text before recording it in the second column of their organizer.</p> <p>Use equity sticks to select students to share their answers.</p> <p><i>Listen for them to explain that most townspeople were merchants or artisans.</i></p> <p>Ask students to read Question 4 and discuss the answer with their partner. Encourage them to underline the answer in the text before recording it in the second column of their organizer.</p> <p>Use equity sticks to select students to share their answers.</p> <p><i>Listen for them to explain that there were also butchers, bakers, and barbers.</i></p>



Close Reading Guide—"Middle Ages" Excerpt 2
(For Teacher Reference)

Directions and Questions	Teaching Notes
<p>Reread Paragraph 5.</p> <p>5. What were the special organizations of merchants and artisans called?</p> <p>6. What special rights did being a member of the special organizations give merchants and artisans?</p>	<p>(4 minutes)</p> <p>Invite students to reread Paragraph 5 and discuss with their partner:</p> <ul style="list-style-type: none">* "It says, 'The right to do business in a town was a <i>guarded privilege</i>.' What is a <i>guarded privilege</i>?" <p>Cold call students to share their responses.</p> <p><i>Listen for and guide students to understand that a privilege is a special right that only certain people have, so a guarded privilege is a right that only certain people are given access to—it is guarded.</i></p> <p>Ask students to read Questions 5 and 6 and discuss the answers with their partner. Encourage them to underline the answers in the text before recording them in the second column of their organizer.</p> <p>Use equity sticks to select students to share their answers.</p> <p><i>Listen for them to explain that the special organizations were called guilds and the special rights they received were that only they could sell and trade things within the town walls. They didn't have to compete with lower prices or with other merchants/artisans because they all charged similar prices for their work and the number engaging in each trade was limited.</i></p>



Close Reading Guide—"Middle Ages" Excerpt 2
(For Teacher Reference)

Directions and Questions	Teaching Notes
<p>Reread Paragraph 6.</p> <p>7. What jobs did the priests have to do?</p>	<p>(3 minutes) Invite students to reread Paragraph 6.</p> <p>Ask them to read Question 7 and to discuss the answer with their partner. Encourage them to underline the answer in the text before recording it in the second column of their organizer.</p> <p>Use equity sticks to select students to share their answers.</p> <p><i>Listen for them to explain that priests conducted worship services, baptized babies, married young people, buried the dead in the churchyard and taught the children at least the most important Christian prayers and beliefs.</i></p>
<p>Reread Paragraphs 7 and 8.</p> <p>8. What jobs did the monks and nuns have?</p>	<p>(3 minutes) Invite students to reread Paragraphs 7 and 8.</p> <p>Ask them to read Question 8 and discuss the answer with their partner. Encourage them to underline the answer in the text before recording it in the second column of their organizer.</p> <p>Use equity sticks to select students to share their answers.</p> <p><i>Listen for them to explain that monks and nuns worked in the monastery's fields, fed the poor who came to the monastery gate, took care of travelers who asked for shelter, copied books by hand, and conducted schools where they taught boys to read and write Latin.</i></p>



Adversity Anchor Chart
(Answers, for Teacher Reference)

Group of People	Adversity Faced	Evidence from the Text
Merchants	Had to pay tolls to lords, which became very expensive. Had to be a member of a particular guild to trade in a town.	“Each lord collected a toll, for ‘protection,’ from all merchants who came into his neighborhood. A merchant paid many such tolls in traveling from one land to another.... Only members of the guilds could sell goods or practice a trade within the town walls.”
Monks and nuns	Gave all of their property to the monastery or convent. Had to copy books by hand.	“Monks and nuns gave all of their property to the monastery or convent.... Others copied books in the monastery scriptorium, or writing room. Since there were no printing presses, all books had to be copied by hand.”



Date:

- “The second paragraph states, ‘As private wars became less frequent, trade became easier.’ How does this sentence move the excerpt into describing life in the towns?”