



EXPEDITIONARY
LEARNING

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

Reading for Gist: “Middle Ages” Excerpt 1



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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	Ongoing Assessment
<ul style="list-style-type: none">• I can find the gist of Excerpt 1 of “Middle Ages.”• I can determine the meaning of words and phrases in Excerpt 1 of “Middle Ages.”• I can identify the adversity faced by specific groups of people in Excerpt 1 of “Middle Ages.”	<ul style="list-style-type: none">• Digging Deeper into the Text: “Middle Ages” Excerpt 1



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: Reread “Middle Ages” Excerpt 1 and answer the focus question. 	<ul style="list-style-type: none"> • This unit builds students background knowledge about adversity in the Middle Ages in preparation for Unit 2 in which students compare the adversities faced by the people in the Middle Ages in the <i>Good Masters! Sweet Ladies!</i> monologues, to those we face today. • This is the first lesson in a two-lesson cycle that will be repeated twice in the first half of this unit as a text about the Middle Ages is introduced in two excerpts. In the first lesson of each two-lesson cycle, students read the excerpt for gist and dig deeper into the text to build background knowledge about European people in the Middle Ages. In the second lesson of the cycle, students write a summary of the excerpt and analyze how part of the text contributes to the whole text. • 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 to 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 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 faced by people in the text 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 will do 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 students 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; prepare the Adversity anchor chart. • Post: Learning targets.



Lesson Vocabulary	Materials
adversity; era, land holding, fief, allegiance, alliance, feudal, politically divided, realm, social position, oversaw, had few rights, serf	<ul style="list-style-type: none">• “Middle Ages” Excerpt 1 (one per student and one to display)• Document camera• Dictionaries (enough for students to share)• Word Catcher (one per student)• Equity sticks• Digging Deeper into the Text: “Middle Ages” Excerpt 1 (one per student and one to display)• Close Reading Guide—“Middle Ages” Excerpt 1 (for teacher reference)• Adversity anchor chart (new; teacher-created; see Closing Part A)• Adversity anchor chart (answers, for teacher reference)• Homework: QuickWrite 1 (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 1 of ‘Middle Ages.’”* “I can determine the meaning of words and phrases in Excerpt 1 of ‘Middle Ages.’”* “I can identify the adversity faced by specific groups of people in Excerpt 1 of ‘Middle Ages.’”• Remind students that the gist is what the text is mostly about. Remind them that they were introduced to the idea of adversity in Lesson 1. Ask:<ul style="list-style-type: none">* “What does <i>adversity</i> mean?”• Select volunteers to share their responses. Listen for them to say that adversity means “difficulties” or “misfortune.”	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Reviewing the key academic vocabulary in learning targets can prepare students for vocabulary they may encounter in the lesson.• 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 1 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 in the glossary and remind students to use this to help them understand the text. • Ask students to silently reread Paragraph 1 for the gist. Ask them to 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 when the Middle Ages were in time, how they began, and how they ended. • Invite students to circle any unfamiliar words in the first paragraph. Select volunteers to share the unfamiliar 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 them to replace the word with another word. – Invite other students to help by sharing the meaning of the word. – Ask students to look in the dictionary to identify the meaning and to put the definition into their own words. • Distribute a Word Catcher for this unit. Invite students to record any unfamiliar vocabulary on this word catcher. • Ask students 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 work. 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 and use the strategies suggested above to help them determine the meaning of any 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 students 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 if needed.



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 1 and explain that you are going to guide the class through the questions.• Use the Close Reading Guide—“Middle Ages” Excerpt 1 (for teacher reference) to guide students through a series of questions about the text 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 (7 minutes)</p> <ul style="list-style-type: none">• Remind students that in the previous lesson, they were told that this module would be about adversity. Tell them that now they are going to identify the adversity faced by different groups of people in the excerpt they have just read.• Focus students on the Adversity anchor chart. Ask pairs to discuss:<ul style="list-style-type: none">* “What adversities do people face in Excerpt 1 of ‘Middle Ages’?”* “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 Adversity anchor chart (answers, for teacher reference) as you guide the class.• Distribute Homework: QuickWrite 1.	<ul style="list-style-type: none">• Capturing whole-class thinking on an anchor chart ensures quick reference later in the unit.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• QuickWrite: Reread “Middle Ages” Excerpt 1 and answer this focus question:<ul style="list-style-type: none">– “The second paragraph states, ‘Many people lived their entire lives in one village or manor. They were born to a certain social position and stayed in that position. Those who wanted something more had few choices. For all but the wealthiest, life was extremely hard.’ How does this part of the text introduce the people of the Middle Ages and prepare us for the ideas in the rest of the excerpt?”	



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Supporting Materials



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“Middle Ages” Excerpt 1

1. The medieval period, known as the Middle Ages, covers nearly 1,000 years of European history. According to some historians, the **era** began in A.D. 476 when a German chieftain overthrew the last emperor of the Western Roman Empire. It lasted until about 1500, when the Renaissance, a period of tremendous innovation, became firmly established throughout western Europe.

Medieval Life

2. Although Europe was politically divided in the Middle Ages, daily life did not vary greatly from one realm to the next. Medieval society was tightly structured. Many people lived their entire lives in one village or manor. They were born to a certain social position and stayed in that position. Those who wanted something more had few choices. For all but the wealthiest, life was extremely hard.

The Manorial System

3. Medieval **land holdings** ranged from small estates called manors to huge **fiefs** as big as small countries. The lord of a large fief, such as a baron, might give individual manors to his knights, in exchange for their service. Those knights thus became lords of their own small manors. But they still owed **allegiance** to the baron.
4. A lord’s word was law on his manor. But knights and barons were often away, fighting battles. Much of the daily management of the manor fell to the lord’s wife. She oversaw planting, spinning, weaving, and other activities. She made sure servants did their jobs and ran the household smoothly. Often she also handled the household financial accounts.
5. But despite these responsibilities, women in medieval times had few rights. They were expected to obey their husbands and fathers in all things. Upper-class girls were married off early, as a way for powerful families to form **alliances** and build their wealth.
6. Most of the people on a **feudal** manor were peasants who spent their lives working in the fields. A great many of the peasants were serfs—that is, they were not free. Serfs could not leave their manor to try and find a better place. They belonged to the manor at which they were born and could move or change jobs only if their lord gave permission. The lords did not freely give away their serfs any more than they gave away their land or livestock. When a lord agreed to let one of his serfs marry a serf from another manor, he usually demanded a payment to make up for the loss.
7. Serfs led difficult lives. They had to **till the land** of the lord, as well as the strips in the manor fields in which they grew their own food. They knew little about the world and rarely met anyone from outside their village. They did not travel, nor could they read.



“Middle Ages” Excerpt 1

Glossary:

era – a period of time that has certain qualities or events that happened

land holding – ownership of land

fief – an estate of land owned by someone

allegiance – loyalty

alliance – a union for mutual benefit

feudal – owned by a lord or a baron with peasants and serfs working for him

till the land – work on the land, preparing it for crops, then caring for the crops, then harvesting the crops.



Word-Catcher

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				



Digging Deeper into the Text —“Middle Ages” Excerpt 1

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.
Read the first paragraph. 1. According to some historians, when did the Middle Ages begin? And when did this era end?	
Read this excerpt: “Although Europe was politically divided in the Middle Ages, daily life did not vary greatly from one realm to the next.” 2. What does this sentence mean? How would you say this sentence in your own words?	
Read this excerpt: “Many people lived their entire lives in one village or manor. They were born to a certain social position and stayed in that position.” 3. What does it mean to be born to certain position and to stay in that position?	



Digging Deeper into the Text —“Middle Ages” Excerpt 1

Directions and Questions	Answers. Use evidence from the text.
<p>Read Paragraph 3.</p> <p>4. If a lord gave a manor to a knight, what would he expect in return?</p>	
<p>Read this excerpt:</p> <p>“Much of the daily management of the manor fell to the lord's wife. She oversaw planting, spinning, weaving, and other activities. She made sure servants did their jobs and ran the household smoothly. Often she also handled the household financial accounts.”</p> <p>5. What responsibilities did the lord's wife have? What did she have to do?</p>	



Digging Deeper into the Text —“Middle Ages” Excerpt 1

Directions and Questions	Answers. Use evidence from the text.
<p>Read this excerpt:</p> <p>“But despite these responsibilities, women in medieval times had few rights. They were expected to obey their husbands and fathers in all things. Upper-class girls were married off early, as a way for powerful families to form alliances and build their wealth.”</p> <p>6. What was expected of women in medieval times?</p>	
<p>Read Paragraphs 6 and 7.</p> <p>7. What was a serf?</p> <p>8. What was difficult about the life of a serf?</p>	



Close Reading Guide—"Middle Ages" Excerpt 1
(For Teacher Reference)

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>Read the first paragraph.</p> <p>1. According to some historians, when did the Middle Ages begin? And when did this era end?</p>	<p>(2 minutes)</p> <p>Invite students to read Question 1 and discuss the answer with their partner.</p> <p>Ask them to underline the answer in the text and to record the answer in the second column on their Digging Deeper into the Text: "Middle Ages" Excerpt 1 handout.</p> <p>Use equity sticks to select students to share their answers with the whole group.</p> <p><i>Listen for students to explain that historians believe the Middle Ages began in A.D. 476 and ended sometime around 1500.</i></p>



Close Reading Guide—"Middle Ages" Excerpt 1
(For Teacher Reference)

Directions and Questions	Teaching Notes
<p>Read this excerpt:</p> <p>"Although Europe was politically divided in the Middle Ages, daily life did not vary greatly from one realm to the next."</p> <p>2. What does this sentence mean? How would you say this sentence in your own words?</p>	<p>(4 minutes)</p> <p>Invite students to read the excerpt with you.</p> <p>Ask them to discuss with their partner: "What does <i>politically divided</i> mean?"</p> <p>Select volunteers to share their responses.</p> <p><i>Listen for them to explain that it means Europe was divided according to politics, so people in the same area supported the same political ideas, but people in another area supported other political ideas.</i></p> <p>Ask pairs to discuss: "You may have heard this word in fairy stories. What is a <i>realm</i>?"</p> <p>Cold call pairs to share their ideas. Listen for them to explain that a realm is an area ruled by someone, like a kingdom is an area ruled by a king.</p> <p>Ask students to read Question 2 and discuss the answer with their partner before recording it in the second column.</p> <p>Select volunteers to share their responses.</p> <p><i>Listen for them to explain that it means that life was pretty much the same from place to place, even though they were divided by their political ideas.</i></p>



Close Reading Guide—"Middle Ages" Excerpt 1
(For Teacher Reference)

Directions and Questions	Teaching Notes
<p>Read this excerpt:</p> <p>"Many people lived their entire lives in one village or manor. They were born to a certain social position and stayed in that position."</p> <p>3. What does it mean to be born to certain position and to stay in that position?</p>	<p>(3 minutes)</p> <p>Ask pairs to discuss:</p> <p>"What is a <i>social position</i>?"</p> <p>Use equity sticks to select students to share their responses.</p> <p><i>Listen for them to explain that a social position is often based on what you do for an occupation and other factors, such as how much money you have. For example, in the Middle Ages there were lords who owned lots of land and there were peasants who worked on the land. They are two very different social positions.</i></p> <p>Ask students to read Question 3 and discuss the answer with their partner before recording it in the second column.</p> <p>Cold call students to share their responses.</p> <p><i>Listen for them to explain that it means that you were born into one level of society and stayed there. For example, if you were born a peasant, you stayed a peasant.</i></p>



Close Reading Guide—"Middle Ages" Excerpt 1
(For Teacher Reference)

Directions and Questions	Teaching Notes
<p>Read Paragraph 3.</p> <p>4. If a lord gave a manor to a knight, what would he expect in return?</p>	<p>(2 minutes)</p> <p>Ask students to read Question 4 and discuss the answer with their partner. Invite them to underline the answer in the text and then to record the answer in the second column.</p> <p>Use equity sticks to select students to share their responses.</p> <p><i>Listen for them to explain that a lord would expect a knight to serve them and for allegiance..</i></p>



Close Reading Guide—“Middle Ages” Excerpt 1
(For Teacher Reference)

Directions and Questions	Teaching Notes
<p>Read this excerpt:</p> <p>“Much of the daily management of the manor fell to the lord's wife. She oversaw planting, spinning, weaving, and other activities. She made sure servants did their jobs and ran the household smoothly. Often she also handled the household financial accounts.”</p> <p>5. What responsibilities did the lord's wife have? What did she have to do?</p>	<p>(3 minutes)</p> <p>Invite students to read the excerpt. Ask pairs to discuss: “What does <i>oversaw</i> mean? Did she do those jobs herself?”</p> <p>Select volunteers to share their answers.</p> <p><i>Listen for them to explain that oversaw means “managed,” so she didn’t do those jobs herself; she managed servants and staff to make sure those jobs were done.</i></p> <p>Ask students to read Question 5 and discuss the answer with their partner. Invite them to underline the answer in the text and then to record it in the second column.</p> <p>Use equity sticks to select students to share their responses.</p> <p><i>Listen for them to explain that she was responsible for the daily management of the manor; she managed servants who were doing jobs like planting, spinning, and weaving; and she was often responsible for the financial accounts—the money.</i></p>



Close Reading Guide—"Middle Ages" Excerpt 1
(For Teacher Reference)

Directions and Questions	Teaching Notes
<p>Read this excerpt:</p> <p>"But despite these responsibilities, women in medieval times had few rights. They were expected to obey their husbands and fathers in all things. Upper-class girls were married off early, as a way for powerful families to form alliances and build their wealth."</p> <p>6. What was expected of women in medieval times?</p>	<p>(3 minutes)</p> <p>Invite students to read the excerpt. Ask pairs to discuss: "What does it mean when it says that women in medieval times <i>had few rights</i>?"</p> <p>Cold call pairs to share their responses.</p> <p><i>Listen for them to explain that it means they weren't allowed to make many important decisions for themselves.</i></p> <p>Ask students to read Question 6 and discuss the answer with their partner. Invite them to underline the answer in the text and then to record it in the second column.</p> <p>Use equity sticks to select students to share their responses.</p> <p><i>Listen for them to explain that women were expected to always obey their husbands and fathers.</i></p>



Close Reading Guide—"Middle Ages" Excerpt 1
(For Teacher Reference)

Directions and Questions	Teaching Notes
<p>Read Paragraphs 6 and 7.</p> <p>7. What was a serf?</p> <p>8. What was difficult about the life of a serf?</p>	<p>(3 minutes)</p> <p>Ask students to read Questions 7 and 8 and discuss the answers with their partner. Invite them to underline the answers in the text and then record the answers in the second column of their organizer.</p> <p>Select volunteers to share their responses.</p> <p><i>Listen for them to explain that a serf was someone who belonged to the lord of the manor. Serfs were not free and could move or change jobs only if the lord gave them permission. The lives of serfs were hard because they had to work on the land for the lord, as well as grow their own food. They didn't travel, and they couldn't read.</i></p>



Adversity Anchor Chart

Group of People	Adversity Faced	Evidence from the Text



Adversity Anchor Chart
(Answers, for Teacher Reference)

Group of People	Adversity Faced	Evidence from the Text
<i>Knights and barons</i>	<i>away from home and family fighting battles</i>	<i>"But knights and barons were often away, fighting battles."</i>
<i>Lord's wife</i>	<i>had to manage the manor</i>	<i>"Much of the daily management of the manor fell to the lord's wife. She oversaw planting, spinning, weaving, and other activities. She made sure servants did their jobs and ran the household smoothly. Often she also handled the household financial accounts."</i>
<i>Women</i>	<i>Had few rights. They had to obey their husbands and fathers rather than making decisions for themselves.</i>	<i>"Women in medieval times had few rights. They were expected to obey their husbands and fathers in all things."</i>
<i>Upper-class girls</i>	<i>were made to marry someone early</i>	<i>"Upper-class girls were married off early, as a way for powerful families to form alliances and build their wealth."</i>
<i>Serfs</i>	<i>Were not free. They were owned by the lord and had to work on the land. They had to stay where they were, and they could not read.</i>	<i>"They were not free. Serfs could not leave their manor to try and find a better place. They belonged to the manor at which they were born and could move or change jobs only if their lord gave permission.... They had to till the land of the lord, as well as the strips in the manor fields in which they grew their own food. They knew little about the world and rarely met anyone from outside their village. They did not travel, nor could they read."</i>



Homework: QuickWrite 1

Name:

Date:

Reread “Middle Ages” Excerpt 1 and answer this focus question:

- “The second paragraph states, ‘Many people lived their entire lives in one village or manor. They were born to a certain social position and stayed in that position. Those who wanted something more had few choices. For all but the wealthiest, life was extremely hard.’ How does this part of the text introduce us to the people of the Middle Ages and prepare us for the ideas in the rest of the excerpt?”
