



EXPEDITIONARY
LEARNING

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

Expert Groups: Research 1



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

I can conduct short research projects to answer a question. (W.6.7)
I can use several sources in my research. (W.6.7)
I can refocus or refine my question when appropriate. (W.6.7)

Supporting Learning Targets

- I can collaborate to create group norms.
- I can identify details in a text that answer my research question.
- I can summarize the relevant details for my research.

Ongoing Assessment

- Researcher's notebook



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (2 minutes)B. Introducing Researcher's Notebook (5 minutes)2. Work Time<ol style="list-style-type: none">A. Introducing Expert Groups and Creating Group Norms (8 minutes)B. Jigsaw Part 1: Research (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Jigsaw Part 2: Sharing Research with Expert Groups (10 minutes)4. Homework<ol style="list-style-type: none">A. Finish completing your researcher's notebook for the texts you have read in this lesson.	<ul style="list-style-type: none">• Students begin their research with their teams using folders that contain a small number of selected research texts for each of the specific group to focus on identified. These texts were chosen from a wide range of sources, with an emphasis on historically accurate information that would also be both engaging and accessible for sixth graders. Consider collaborating with your librarian or media specialist to identify additional resources.• Have these folders ready in advance. Each team needs a research folder containing the materials relevant to the group they have chosen to focus on for their research. Have enough of each text for every student in the group, so students can self-select texts and can also take them home to help them complete their homework.• Not all texts have glossaries. This is because not all require glossaries; some of the texts are aimed at children, so most of the words should be familiar. Any unfamiliar words should not impinge student understanding of the text.• In advance: Using the exit tickets from Lesson 5, divide students into groups of three or four according to the group they chose to focus on (either serfs and peasants or lords and ladies). Mixed-ability grouping of students will provide a collaborative and supportive structure for reading complex texts.• Post: Learning targets.



Lesson Vocabulary	Materials
norms; See other vocabulary specific to each group in the glossaries with students' research folders	<ul style="list-style-type: none">• Researcher's notebook (from Lesson 5; one per student)• Equity sticks• Lined paper (one piece per expert group)• Research folders (one per team; each team should have a folder appropriate for their specific group: serfs and peasants or lords and ladies. See supporting materials)<ul style="list-style-type: none">– Serfs and Peasants<ul style="list-style-type: none">• Research task card• Serfs and Peasants Text 1: "The Peasant's Life"• Serfs and Peasants Text 2: "Peasants"• Serfs and Peasants Text 3: "Blast to the Past"– Lords and Ladies<ul style="list-style-type: none">• Research task card• Lords and Ladies Text 1: "Castle Life"• Lords and Ladies Text 2: "The Lords"• Lords and Ladies Text 3: "Daily Life of a Noble Lord in the Middle Ages"



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 collaborate to create group norms.”* “I can identify details in a text that answer my research question.”* “I can summarize the relevant details for my research.”• Remind students that norms help us to collaborate and work well together in teams.	<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.
<p>B. Introducing Researcher's Notebook (5 minutes)</p> <ul style="list-style-type: none">• Ask students to refer to their researcher's notebook, with which they familiarized themselves for homework. Invite them to reread the headings of the columns and rows. Ask them to discuss with an elbow partner:<ul style="list-style-type: none">* “What do you notice?”* “What do you wonder?”• Select volunteers to share their discussion with the whole group.• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “So what information will go in the left column? Why is it important to record this information?”• Cold call students to share their responses. Listen for them to explain that key information about the text goes in the left column. It is important to record this so students can cite it accurately in their final piece of writing and also so they know which article the information came from, should they wish to revisit it later on.	<ul style="list-style-type: none">• Spending time reviewing the researcher's notebook can ensure students know what to record in each column when they come to research and the purpose of each part of the organizer.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">* “What about the right column? Why is it important to record this information?”• Select volunteers to share their responses. Listen for them to explain that the information they gather from research to answer their research question goes in this right column. Remind them to copy any evidence they collect word for word in quotation marks. Listen also for students to explain that a summary is something they can revisit to quickly get the main idea and key details of an article.• Focus students on the section about revising and refining the research question. Ask them to discuss with an elbow partner:<ul style="list-style-type: none">* “Why might you want to revise or refine your research question after reading a text?”• Consider using equity sticks to select students to share their ideas with the whole group. Listen for them to suggest that a text might give them information about something specific that it would be useful to find out more about. For example, Excerpt 2 of “Middle Ages” explained that monks and nuns had a lot of different jobs, but it doesn’t explain whether they faced adversity through these jobs, so a refined question might be: “How did the jobs that the monks and nuns have to do as part of their service present them with adversity?”	



Work Time	Meeting Students' Needs
<p>A. Introducing Expert Groups and Creating Group Norms (8 minutes)</p> <ul style="list-style-type: none">• Post the expert groups in a place where all students can read them. Ask students to get into their groups.• Remind them that when they start working in a new group, it is a good idea to create some group norms to make sure discussion is productive and enjoyable for everyone.• Distribute lined paper. Ask students to discuss in their research teams:<ul style="list-style-type: none">* “What might some good norms be to make sure that you work together successfully?”• Tell teams to record their ideas for norms on their lined paper to refer to in later lessons.• Circulate to assist teams that are struggling. Suggestions could include:<ul style="list-style-type: none">– “Listen carefully when someone is speaking.”– “Ask questions when you aren’t sure, to get more information or to encourage speakers to think more deeply about their ideas.”– “Be respectful when asking questions and when comparing someone else’s ideas with your own.”– “Acknowledge other people’s ideas and perspectives.”	<ul style="list-style-type: none">• Creating norms for conversation helps to establish a positive group dynamic and make clear the expectations for collaboration.



Work Time (continued)	Meeting Students' Needs
<p>B. Jigsaw Part 1: Research (20 minutes)</p> <ul style="list-style-type: none"> Point out to students the research question and the space in the adjoining column for the refined research question. Ask them to consider their research focus in refining the question for their expert group. Model an example: <ul style="list-style-type: none"> * “I am going to be researching a different group of people to those groups that you chose. I am going to be researching townspeople—merchants and artisans—so my refined research question would be: ‘What adversity did townspeople face in the Middle Ages?’” Invite students to refine their research question in teams based on their focus and record it in their researcher’s notebook. Tell students that they are in expert groups so that they can divide and conquer the workload of researching. This means that different people in the team can be researching from different texts at the same time and then share the information they have found with the rest of the team later on. Distribute research folders. Invite students to take out the research task card and to read Part A silently in their heads as you read it aloud. Invite students to ask questions if there is anything they don’t understand. Point out Step 6 and remind them that in Lessons 3 and 5, they used a Summary Writing graphic organizer to help them summarize a text, but now that they have done this a couple of times, they are going to have to summarize their texts without the organizer. Tell students that this task card will guide them in how to effectively research the answer to their refined research question. Tell them they may find that the research texts make them think of further questions they would like to research the answers to, and in this situation they should record the new questions in the appropriate space in their researcher’s notebook. Invite students to follow the directions on the task card to research using the texts in their research folders. Circulate to support them in reading the texts and recording relevant information in their researcher’s notebooks. 	<ul style="list-style-type: none"> Refer students to the glossary for texts in the research folders to help them understand unfamiliar words. Providing students with task cards ensures that expectations are consistently available. Encourage students to choose a text from the research folder that is most appropriate for their reading level, but to challenge themselves within reason. Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.



Closing and Assessment	Meeting Students' Needs
<p>A. Jigsaw Part 2: Sharing Research with Expert Groups (10 minutes)</p> <ul style="list-style-type: none">• Ask students to read Part B of the research task card silently in their heads as you read it aloud.• Invite them to ask questions if there is anything they don't understand.• Ask students to get share the research they have found with their expert group. If working in a group of three, students can team up with another expert group to share their ideas.• Invite them to follow the directions on Part B of their task card to share the research they have collected and to record any new information in their researcher's notebook.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish completing your researcher's notebook for the texts you have read in this lesson.	



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Supporting Materials



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Research Task Card

Follow the directions to research using the texts in your research folder and to record your research in your researcher's notebook.

Part A (Researching):

1. Pair up to work with someone in your expert group. (If your expert group has just three members, you can all work together.)
2. With your partner, look through the texts in your research folder. Choose a text that seems like it is an appropriate level for you and your partner to read.
3. If there is one available, use the glossary to help you determine the meaning of unfamiliar words as you read your text.
4. With your partner, discuss which information answers your research question. Underline information in the text that answers the question.
5. Record the information in bullet points in the right column of your researcher's notebook.
6. With your partner, discuss how to summarize the text. In the space provided for a summary, write a paragraph summing up the information you have collected. Remember that a summary starts with the main idea and then describes the key details.
7. Fill out the left column of your notebook with the text information.
8. Did the text make you want to revise or refine your question? Write down any new questions you have as a result of reading this text.
9. If you have time, move on to repeat these steps with another text.

Part B (Sharing Research):

1. One pair or group of three share the information they have gathered from one of the texts they have researched.
2. The other pair or group record relevant information in the next text box in their researcher's notebook.
3. Switch.



Serfs and Peasants Text 1: “The Peasant’s Life”

About nine-tenths of the people were peasants—farmers or village laborers. A peasant village housed perhaps 10 to 60 families. Each family lived in a simple hut made of wood or wicker daubed with mud and thatched with straw or rushes. Layers of straw or reeds covered the floor; often the peasants’ home included their pigs, chickens, and other animals. The bed was a pile of dried leaves or straw, and they used skins of animals for cover. A cooking fire of peat or wood burned day and night in a clearing on the dirt floor. The smoke seeped out through a hole in the roof or the open half of a two-piece door. The only furniture was a plank table on trestles, a few stools, perhaps a chest, and probably a loom for the women to make their own cloth. Every hut had a vegetable patch.

Only a very small number of the peasants were free, independent farmers who paid a fixed rent for their land. The vast majority were serfs, who lived in a condition of dependent servitude. A serf and his descendants were legally bound to work on a specific plot of land and were subject to the will of the lord who owned that land. (Unlike slaves, however, they could not be bought and sold.) Serfs typically farmed the land in order to feed themselves and their families. They also had to work to support their lord. They gave about half their time to work in his fields, to cut timber, haul water, and spin and weave cloth for him and his family, to repair his buildings, and to wait upon his household. In war, the men had to fight at his side. Besides providing labor, serfs had to pay taxes to their lord in money or produce. They also had to give a tithe to the church—every 10th egg, sheaf of wheat, lamb, chicken, and all other animals.

Peasants suffered from famines. Plagues depleted the livestock. Frosts, floods, and droughts destroyed the crops. Bursts of warfare ravaged the countryside as the lords burned each other’s fields and harvests.

The peasants’ lot was hard, but most historians consider it little worse than that of peasants today. Because of the many holidays, or holy days, in the Middle Ages, peasants actually labored only about 260 days a year. They spent their holidays in church festivals, watching wandering troupes of jongleurs (jugglers, acrobats, storytellers, and musicians), journeying to mystery or miracle plays, or engaging in wrestling, bowling, cockfights, apple bobs, or dancing.

“Middle Ages.” *Britannica Student Encyclopedia*. Encyclopaedia Britannica Online Library Edition, 2013. Web. 20 Aug. 2013.
<<http://library.eb.com/kids/comptons/article-9275833>>.



Serfs and Peasants Text 1: “The Peasant’s Life”

Serfs and Peasants Text 1: “The Peasant’s Life” Glossary	
Word	Meaning
daubed	covered or smeared with a thick layer of something sticky
trestles	frames to support a piece of wood
servitude	the state of being owned by a master
descendants	children, and their children, and their children
tithe	a one-tenth contribution to a religious organization
famines	periods when food is scarce



Serfs and Peasants Text 2: “Peasants”

The peasants had few rights and were almost completely at the mercy of their lords. A peasant family worked together to farm both the lord’s fields and their own. Peasants also performed whatever other tasks the lord demanded, such as cutting wood, storing grain, or repairing roads and bridges.

Peasants had to pay many kinds of rents and taxes. They had to bring grain to the lord’s mill to be ground, bake bread in the lord’s oven, and take grapes to the lord’s wine press. Each of these services meant another payment to the lord. Money was scarce, so the peasants usually paid in wheat, oats, eggs, or poultry from their own land.

Peasants lived in crude huts and slept on bags filled with straw. They ate black bread, eggs, poultry, and such vegetables as cabbage and turnips. Rarely could they afford meat. They could not hunt or fish because game on the manor belonged to the lord.



Serfs and Peasants Text 2: “Peasants”

Serfs and Peasants Text 2: “Peasants” Glossary	
Word	Meaning
scarce	lacking; not enough
crude	basic

Serfs and Peasants Text 3: “Blast to the Past”

You Think YOU Have It Tough? Here's a Light Take on What Life Was Like a Thousand Years Ago, When Donkey Milk Was the Drink Du Jour.

Let's say you're 12 years old. You wake up at daybreak to a rooster's crow, jump into your woolen sack tunic and leggings, and grab a quick breakfast of donkey milk. Stepping outside, you help your father harness the oxen to furrow the earth on your family farm with an iron wheel.

Leading the oxen, you and dad plow, and plow, and plow some more until your mom calls you both in for a dinner of vegetable gruel and hard bread.

Such was the life of an ordinary 12-year-old living in Western Europe in the year 1001. So as we enter the 21st century, take a look back and see what a difference 365,000 days make!

TOILET HOLES AND MOSS T.P.

In the year 1001, the average kid's house was located on a small plot of land often owned by a wealthy lord. The floor was covered with straw that was crawling with insects. In the summer, the rank odor of sheep, cow, and horse dung dominated the home. It didn't help that farm animals such as pigs lived inside the house!

The bathroom was the pits--literally. It was a hole dug outside near the back of the house, and moss, grass, and leaves were used as toilet paper. No one actually took a bath there. Streams and ponds served as bathtubs during warm weather. During winter, water for bathing was heated over the fire.

DO YOU DROOL FOR GRUEL?

Kids often dined on hard bread baked the week earlier and vegetable porridge, a soupy, oatmeal-like concoction. Forks weren't popular for another 600 years, so everyone chowed down with their hands.

Chicken and beef were luxuries, so kids ate pickled pork. On special occasions, mom would make a tasty sausage treat. Its main ingredient: pig's blood.

But lucky medieval kids didn't have to eat spinach, broccoli, and brussels sprouts. Those veggies wouldn't appear in Europe for several hundred years. On the menu instead were peas, beans, and cabbage.

Serfs and Peasants Text 3: “Blast to the Past”

LET'S TOSS AROUND THE OLD PIG BLADDER

Sports-minded peasant boys played their own version of football with an inflated pig bladder. Girls engaged in footraces.

The medieval versions of TV, CDs, and Internet entertainment were storytelling and singing. Adults told kids tales of heroic warriors slaying dragons to protect villagers.

IF YOU CAN READ THIS, YOU'RE TOO MODERN

Kids didn't go to school, so most people never learned to read or write. Instead, they memorized and recited long, complicated folk poems taught by their elders.

Though poems taught kids about history and culture, other bits of information may have been better left UNTAUGHT, like the idea that infection was caused by evil spirits firing invisible darts at the body. Of course, you couldn't blame the adults--with little scientific knowledge, medieval folks explained things the only way they knew how.

HOME SHOPPING NETWORK

Shopping malls? They're a distant dream. So mom made woolen tunics for kids to wear all year long.

Medieval villagers may not have had much by today's standards, but most people didn't think about stealing. There were no prisons, so wealthy thieves and murderers could pay a fine to get out of trouble. The alternative for the rest? Whipping, branding, head-shaving, or hanging to death.

TOUCH A DEAD MAN'S TOOTH AND CALL ME IN THE MORNING

Almost all families lived in villages, often near dense forests full of firewood and berries. And though wild animals and outlaws lurked in the forest, the villagers hid there from pillaging Vikings. Without a police force, villagers were on their own.

Villagers were also without doctors and dentists, but they didn't worry too much. For a toothache, they could be "cured" by touching the tooth of a dead man. (If it didn't work, the live person's tooth could always be pulled.) And using the boiled-down fat of a recently dead criminal would cure just about any ailment.



Serfs and Peasants Text 3: “Blast to the Past”

HITCHED BY 14, HISTORY BY 40

By her early teens, a girl from the noble class was married, often to a much older man.

A peasant girl didn't get hitched until she was older. But if she were still single by her mid-20s, she could always become a spinning wheel operator. (Guess where the word "spinster" comes from!) Then she'd have time for a nice long career--if she were lucky enough to live to 40!

Yep, life was short back in the year 1001. But who says it wasn't sweet, as well? After all, a strong sense of family and hardly any crime are things we could all use a little more of.

And of course, no school or spinach would be nice, too!

Smith, Michael N. "Blast to the Past." *National Geographic World*. Feb. 2001: 16-18. *SIRS Discoverer*. Web. 18 Feb. 2014.



Serfs and Peasants Text 3: “Blast to the Past”

Serfs and Peasants Text 3: “Blast to the Past” Glossary	
Word	Meaning
du jour	of the day (French)
furrow	making trenches in the ground
gruel	a thin liquid of oatmeal or another grain boiled in milk or water
rank	very unpleasant
chowed down	ate
pillaging	rob

Lords and Ladies Text 1: “Castle Life”

Supported by the labor and taxes of the peasants, the lord and his wife would seem to have had a comfortable life. In many ways they did, even though they lacked many of the comforts of modern society.

The lords owned large self-sufficient estates called manors, which included the land worked by the serfs. The manor houses, where the lords lived, were often protected with defensive works. About the 12th century these palisaded, fortified manorial dwellings began to give way to stone castles. Some of these, with their great outer walls and courtyard buildings, covered perhaps 15 acres and were built for defensive warfare.

At dawn the watchman atop the donjon (main tower) blew a blast on his bugle to awaken the castle. After breakfast the nobles attended mass in the castle chapel. The lord then took up his business. He might first have heard the report of an estate manager. If a discontented or ill-treated serf had fled, doubtless the lord would order retainers to bring him back—for serfs were bound to the lord unless they could evade him for a year and a day. The lord would also hear the petty offenses of peasants and fine the culprits or perhaps sentence them to a day in the pillory (a wooden frame that secured a person’s head and arms, causing physical discomfort and exposing the person to public ridicule and abuse). Serious deeds, such as poaching or murder, were legal matters for the local court or royal “circuit” court. (See below “Crime and Punishment.”)

The lady of the castle, or chatelaine, had many duties. She inspected the work of her large staff of servants. She saw that her spinners, weavers, and embroiderers furnished clothes for the castle and rich vestments for the clergy. She and her ladies also helped to train the pages, well-born boys who came to live in the castle at the age of seven. For seven years pages were schooled in religion, music, dancing, riding, hunting, and some reading, writing, and arithmetic. At the age of 14 they became squires.



Lords and Ladies Text 1: “Castle Life”

Lords and Ladies Text 1: “Castle Life” Glossary	
Word	Meaning
self-sufficient	provide for themselves without needing help from others
palisaded	surrounded by a fence or wall made from wooden stakes
vestments	clothes worn by people in the church

Lords and Ladies Text 2: “The Lords”

A lord’s life centered around fighting. He believed that the only honorable way to live was as a professional warrior. The lords and their knights, wearing heavy armor and riding huge war horses, fought with lances or heavy swords.

The behavior of all fighting men gradually came to be governed by a system called chivalry. Chivalry required that a man earn knighthood through long and difficult training. A knight was supposed to be courageous in battle, fight according to certain rules, keep his promises, and defend the church. Chivalry also included rules for gentlemanly conduct toward women. In peacetime, a lord and his knights entertained themselves by practicing for war. They took part in jousts (combat between two armed knights) and tournaments (combat between two groups of knights).

The lord lived in a manor house or a castle. Early castles were simple forts surrounded by fences of tree trunks. Later castles were mighty fortresses of stone. In the great hall of the castle, the lord and his knights ate, drank, played games, and gambled at the firesides.

Women were not allowed to be knights and could not participate directly in feudal government. The lord’s wife, called a lady, was trained to sew, spin, and weave. When the lord was away, at war or performing his feudal responsibilities, the lady was in charge of managing and defending the estate. She was also in charge of children in the household. But she had few rights. Decisions about whom a woman married, and what happened to her if she was widowed, were mainly in the hands of the men in her family or her feudal overlord.

"Middle Ages." World Book Online InfoFinder. World Book, 2013. Web. 21 Aug. 2013.

Lords and Ladies Text 3: “Daily Life of a Noble Lord in the Middle Ages”

Middle Ages feudalism was based on the exchange of land for military service. King William the Conqueror used the concept of feudalism to reward his Norman supporters with English lands for their help in the conquest of England. Daily life of nobles and lords during the Middle Ages centered around their castles or manors or fighting for the king during times of war. The daily life of nobles can be described as follows:

- The daily life of nobles started at dawn.
- Mass would be heard, and prayers would be made.
- The first meal of the day was breakfast.
- Lords and nobles would attend to business matters in relation to their land. Reports would be heard regarding estate crops, harvests and supplies. Finances—rents, taxes, customs and dues. The lord would also be expected to exercise his judicial powers over his vassals and peasants.
- Complaints and disputes regarding tenants would be settled, permission to marry, etc.
- The daily life of the nobles would include political discussions and decisions.
- As the medieval period progressed, the culture changed, becoming more refined and elegant. Time was spent on the arts—poetry, music, etc.
- Weapons practice
- Midmorning prayers and a meal
- In the afternoon, the daily life of nobles turned to hunting, hawking or inspecting the estate.
- Evening prayer and then supper in the hall of the castle or manor house
- After supper there might be some entertainment—music, dancing, jugglers, acrobats, jesters, etc.
- The time for bed was dictated by the time the lord or noble retired.
- Bedtime prayers

So ended the daily life of a noble during the Middle Ages.

Alchin, Linda. “Daily Life of a Noble Lord in the Middle Ages.” Middle Ages. N.p., n.d. Web. 30 Sept. 2013.
<http://www.middle-ages.org.uk/daily-life-noble-lord-middle-ages.htm>



Lords and Ladies Text 3: “Daily Life of a Noble Lord in the Middle Ages”

Lords and Ladies Text 4: “Daily Life of a Noble Lord in the Middle Ages” Glossary	
Word	Meaning
judicial powers	powers of law and justice