

Backward Design Lesson Plan

Chapter 3: Social Structure

Teacher: Krystal Munro

Grade level: 5

Subject: Social Studies

Unit title: Chapter 3: Social Structure

Length of Unit: approximately 7 weeks/14.5 classes

Step 1 – Desired Results for the end of this unit

Students will focus on the influence that social structure has on society. Students will investigate English society during the Middle Ages and identify and compare the roles people had within the social structure at that time. Students will also consider the connection between the environment and lifestyle (clothing & food), as well as the ways in which the English lifestyle affected the environment (deforestation).

Curriculum Outcome: 5.3.1 Explain the importance of social structure in a society from the Middle Ages

Step 2 – Assessment Evidence

Observation checklists, conferencing and self-reflections (in Social Studies journal) will be used to assess the following:

- Students will use geographical skills to identify the locations of some societies of the Middle Ages.
- Students will use geographical skills to identify where English society was located.
- Students will describe the social structure of English society in the Middle Ages.
- Students will explain how social structure influenced daily life.
- Students will explain how the environment and English lifestyles affected

each other.

Assessment for Learning:

- Describe the location of England using relative location and absolute location. (Page 49)
- Which social order provided the most important service or services? Support your answer with evidence. (Page 53)
- To which social order would you like to belong? Explain your reasoning. (Page 59)
- Follow the steps and compare your daily life to the life of a person in England in the Middle Ages. (Page 61)
- How did the lifestyle of English society and the environment affect each other during the Middle Ages? Create a graphic organizer to illustrate the relationship between them. (Page 65)

Assessment of Learning:

All students will complete activity #1. Students will then choose activity #2 or #3 from the following activities:

1. With a partner, create a role-play about a child from the Middle Ages who travels forward in time to present day. During the role-play, compare and contrast your daily lives. What is different about your daily routine? What is similar? Present your role-play to your classmates. (Page 66) (Students may audio or video record role-play).
2. Create a visual that includes a map of England and three social orders. Add details to your visual that are typical of each social order to show a dwelling, clothing, food and daily activity. In a paragraph, explain what these details tell about the lifestyle of each social order. How did the three social orders work with and depend on each other? (Page 66)
3. Select two artifacts from this unit (each representing a different social order). Identify each artifact, including where it was found, the date it was used, its purpose and what it was made from. Complete an artifact analysis chart with a comparison of the social orders. (Page 66)

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Step 3 – Learning Plan

Introduction Lesson: (½ period) Society

Introduce Unit on Social Structure. Students share brainstorm of definition for *society*. Create a class word splash (or wordle, or tagxedo) on the SMARTBoard with key terms. [Share images](#) that show *social* (i.e. social gatherings, social studies, social services, etc.). Students add *society* to their class dictionary.

Read aloud “What is in This Chapter”, and “Look Ahead” (page 45).

Discussion about Middle Ages and what other grade 5 students learned from talking to the museum interpreter (“Look Ahead”).

Introduce key elements to be discussed in this unit (study of a particular society, in a particular place, at a particular point in time).

Lesson 1: (½ period) Where Were Some Societies of the Middle Ages Located?

Review map-reading skills by giving groups of students a map and ask them to find the following: *compass rose, legend, scale, lines of latitude and longitude, and hemispheres*. Locate on map in textbook, on wall map, as well as on iPad.

Share video [“How to Read a Map”](#)

Share video [“Lines of Latitude and Longitude”](#)

Read together paragraph on page 46 and examine the map on pages 46-47. Students indicate where societies were located all over the world during this time period.

Students examine the timeline on page 47 then reread the description on page 46.

Lesson 2: (1 period) Where was English Society Located?

Share a [map of England](#) and [images](#) of modern day England. Students analyze the images and describe what they tell about modern English society. (Explain that modern England is part of the United Kingdom along with Scotland, Wales, and Northern Ireland).

Read together the text and caption on page 48.

Assessment for Learning: Describe the location of England using relative location and absolute location (May use technology to support understanding) When using relative location, use cardinal directions and refer to the surrounding land masses

and bodies of water. When using absolute location, refer to lines of latitude and longitude. (Page 49)

Conclude with a discussion of what impact being on an island might have had on English society during the Middle Ages. (i.e. What technologies have impacted the lives of people who live in island communities?).

Lesson 3: (3 periods) What Was the Social Structure of English society?

Review definition of *society* from Introduction Lesson. Guide discussion about social structure at school. Relate to school structure: rules and roles.

Read together "Tool Kit" on page 51.

Invite students to read pages 50-53.

Activity 3.1 Jigsaw activity: assign **home groups** of 3, and assign an order to each student (*those who prayed, those who fought, those who worked*). Next, students move from their home group to their **expert groups** and review aspects of structure (i.e. where he lived, clothes they wore, food they ate). Students then return to home groups and share what they learned. Students share and add information to BLM 3.1. Students will add to this worksheet throughout the chapter. (These **groups** will be used again in future lessons).

Interpret the diagram on page 51. Discuss order, icons, arrows, etc.

Assessment for learning: Which social order provided the most important service or services? Support your answer with evidence. (Page 53) *Remember to show sensitivity to diverse student backgrounds with discussions of religion and faith.

Extension: Students create a scrapbook about one of the social orders. May use notes from activity 3.1 to add descriptions and then add images. Students may create an artistic paper scrapbook or digital copy (such as picCollage on the iPad). Images of scrapbook pages will be published on the class website.

Lesson 4: (4 periods + Homework) How Did Social Structure Influence Daily Life?

Start lesson by asking students to describe their daily routine. Get students to consider a different routine if they lived in another time period and make comparisons.

Read paragraph on page 54 with the class. Students return to **expert groups** and learn about their particular order (pages 54-56, or 57, or 58-59). Students summarize information and return to **home groups** and share what they learned.

With a partner, students examine the diagram of a typical manor on page 58 and gather information from this diagram. They then analyze the pattern and present their ideas.

Game: Who Am I? Write the name of the following eight social roles on an index card (1 name per card, enough for each student): *peasant farmer, peasant tradesperson, priest, bishop, knight, and king*. Fasten a card to the back of each student without letting the student know what person he/she is. Students move around the classroom and ask yes/no questions, (i.e. Do I live in a castle? Do I work in a field?), until all students have discovered what person he/she is... or almost all, depending on time.

Students compare the shoe on page 55 with the shoe on page 59. Students examine shoes and explain clues that each shoe may give about the owner. Add possible clues to a 2 column chart.

Extension: Ask students to observe their own running shoes. Next ask them to try to imagine what footwear may look like 100 years from now. Ask students how many things they can tell about the person who wears the shoe and the world they live in just by looking at the shoe. Students take on the role of a detective and examine the evidence, formulate ideas about evidence, and connect observations to concepts. Next, have students observe a collection of contemporary shoes for different occasions and different seasons (running shoe, flip flop, high-heel, rubber boot, etc.), a shoe from a different culture (Inuit kamik), and a different time period (high button boot). With a partner, students examine each shoe (with help from *Activity 3: How to Read a Shoe* handout).

Tour of Virtual Museum of Canada (VMC): *On Canadian Ground Exhibit: Stories of Footwear in Early Canada*. <http://www.museevirtuel-virtualmuseum.ca/sgc-cms/expositions-exhibitions/chaussure-footwear/english/exhibition/index.html>

Activity 3.2 A Day in the Life of... Journal entry of a typical day in the life of a child during the Middle Ages (may write from view point of noble child or peasant child).

Assessment for Learning: To which social order would you like to belong? Explain your reasoning. (Page 59)

Extension: Class and/or homework assignment: [A] or [B]

[A] Fashion Show: Students research clothing on the Internet and then create a fashion show of clothing from the various orders. Students present their designs digitally, or as illustrations they have created.

[B] Tools of the Trade: Students research an artifact to discover how it was made and what materials were used to make it. Students create a model of the artifact and present what they have created.

Lesson 5: (½ period) How to Make Comparisons

Brainstorm a list of different jobs from our community.

Complete “Step by Step” (page 60) activity together as a class to ensure complete understanding. Students review chart on page 61 with a partner.

Assessment for Learning: Follow the steps and compare your daily life to the life of a person in England in the Middle Ages. (Page 61)

Lesson 6: (2 periods) How Did the Environment and English Lifestyles Affect Each Other?

Remind students of previous discussion about school routine (lesson 4). Ask students to explain how their environment affects that routine. Invite students to distinguish differences if they lived in a hotter/colder climate, if transportation was different, etc. Explain to students that they will learn about what impact the changes the environment had on daily life in the Middle Ages.

Read together the text on pages 62-63. Invite students to examine the images of pastures, planted fields, and fallow fields. Students compare these images to the image of a manor on page 58.

Students read pages 64-65 and then create a timeline of events described in the text. Students may refer to timeline on page 47 to help them get started. Students may refer to instructional video to help create (or add to) timeline:

<https://www.dropbox.com/s/00ve611ima3sycw/K.%20Munro%20timeline.mp4>

Assessment for Learning: How did the lifestyle of English society and the environment affect each other during the Middle Ages? Create a graphic organizer to illustrate the relationship between them. (Page 65)

Lesson 7: (3 periods) Assessment

Assessment of Learning: [Click here to see assessment](#)

Students compete group and self-assessment (remember to share expectations first)

Materials:

- chart paper, strip of blank newsprint
- index cards
- markers, crayons, colored pencils
- images of modern day England
- iPads, computers, pencils & paper
- Social Studies journal
- Blank Venn Diagram (or digital copy)
- Black Line Master 3.1: The Three Orders
- Black Line Master 3.2: A Day in the Life of...
- Assessment Master 3.1: Checklist and Conferencing for Chapter 3
- Assessment Master 3.2: Rubric for Chapter 3
- Activity 3: Hoe to Read a Shoe
- K. Munro's Class list for assessments
- Students may have props/costumes for role-play

Cross-Curricular Connections:

- English Language Arts
- Visual Arts
- Technology Integration

Evidence of Differentiated Teaching/Learning:

- newsprint, manipulatives or technology may be used to re-create timeline
- iPad applications *Co-Writer*, *Read Iris* and *Claro pdf* may be used with journal responses for IPP students
- scrapbook may be created using paper, laptop computer (i.e. *Keynote*) desk top computer (i.e. *PPT*) or iPad (i.e. *Book Creator* or *picCollage*)
- students may work individually or with a partner
- students may complete social order activities for only one social order (compared to 2 or 3 orders)
- students may present orally, written, or audio/video recorded

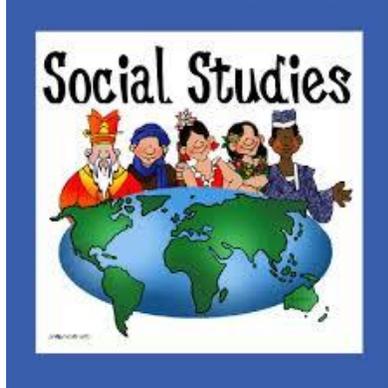
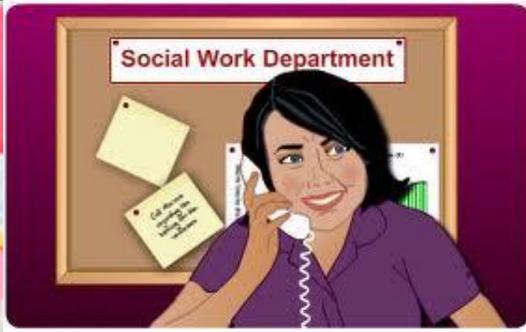
Step 4 – Reflection

Remember to ask:

- What happened during my lesson?
- What did my students learn?
- How do I know?
- What did I learn?
- How will I improve my lesson next time?

Tools for Assessment

| Written | Oral | Visual | Kinesthetic |
|-------------------|-------------------|-------------------|--------------------|
| Advertisement | Audiotape | Advertisement | Community outreach |
| Biography | Balagtasan | Banner | Dramatization |
| Book report | Debate | Brochure | Field trips |
| Book review | Discussion | Campaign flyer | Letter writing |
| Brochure | Dramatization | Cartoon | Oral interviews |
| Campaign speech | Haiku | Chart | Play |
| Class Dictionary | Interview | Collage | Presentation |
| Crossword puzzle | Newscast | Collection | Service learning |
| Editorial | Oral presentation | Computer graphic | Simulations |
| Essay | Oral report | Construction | Role play |
| Experiment record | Poetry reading | Data display | Skit |
| Game | Rap | Design | Scavenger hunt |
| Journal | Reader's Theater | Diagram | |
| Lab report | Role play | Display | |
| Letter | Skit | Diorama/shoebox | |
| Log | Speech | Drawing | |
| Magazine article | Song | Graph | |
| Memo | Teach a lesson | Graphic Organizer | |
| Newspaper article | | Map | |
| Poem | | Mobile | |
| Portfolio | | Model | |
| Position paper | | Painting | |
| Proposal | | Photograph | |
| Questionnaire | | Portfolio | |
| Research report | | Poster | |
| Script | | Scrapbook | |
| Story | | Sculpture | |
| Test | | Slide show | |
| Yearbook | | Storyboard | |
| | | Timeline | |
| | | Venn Diagram | |
| | | Videotape | |



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