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| **The Feudal System** | |
| **Learning outcome(s)** SWBAT explain the social categories of feudalism; SWBAT explain how seigneurialism worked in Europe during this period | |
| **Purpose** This lesson will demonstrate the extent to which society has changed over the course of a thousand years in terms of the level of social stratification that existed in the Middle Ages. Such an analysis will give Ss perspective on how much more democratic our society is currently when compared to the decision-making processes that existed in the Middle Ages. | |
| **Hook** T will show a part of “Monty Python and the Holy Grail” in which the king of ‘the Britons’ argues with a peasant (5 min) | |
| **Resources and Materials** ‘Monty Python and the Holy Grail’; PowerPoint Slideshow; cards that explain the roles of the king, the baron, and the peasant; list of feudal duties | |
| **Teacher-led Discussion** T shows a slideshow that shows discusses the main ideas of feudalism and the reasons that these were the bonds of society that existed (10 min) | **Jigsaw Learning** Ss teach each other the role that each person in the feudal system played (feudal figures: king, clergyman, nobleman, peasant) (20 min) |
| **Transition** Class goes over the answers on board; Ss write the roles on the board (5 min) | |
| **Selection of Feudal Duties** Ss view a list of feudal dues that are owed to a lord by a peasant; then they select the five most important dues and rank them (10 min) | |
| **Proclamation of Feudal Duties** Ss play the role of a lord who is announcing to the peasants of his estate the duties that are owed him and writes them down in a mock letter to the serfs (25 min) | |
| **Closing** Class goes over the more pertinent feudal duties and explains why these duties were so important to the economy of the estate; T writes ideas on board (8 min) | |
| **Check for understanding** CCQs will be used to assess what Ss are learning as they listen to my lecture on feudalism; Ss will show their understanding of the classes of the peasants and the aristocracy as they write down the roles of those respective groups in the transition | |
| Reflection (What went well? What might you change? How does this lesson relate to assignments/homework/readings) | |