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| **Class/Subject: World History** | **Day 50: Bayeux Tapestry and Normandy** |
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| **Objective(s)**  **SWBAT…Create their own tapestries and compare theirs to the story of the Bayeux. SWBAT also structure a narrative of what transpired at Normandy and its subsequent effect on history.** | **GLCE/CCS**  **Topic: 4.3.5 Western Europe to 1500 – Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including • the role and political impact of the Roman Catholic Church in European medieval society • how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212) • the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3) • the cultural and social impact of the Renaissance on Western and Northern Europe** |
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| **Materials:**   * **Bayeux Tapestry site** * **Normandy reading** | **Procedure/Activities:**  **\* News/This Day in History**  **\* Students will create their own tapestry of a historical event in their lives.**  **\* I will then tell the story of the Bayeux Tapestry as I project it on the screen.**  **\* Lecture on its significant**  **\*Reading and notes as a recap.** |
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| **Strategies (check all that apply)** | |
| \_\_X\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_X\_\_ Guided Practice | \_\_\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_\_ Identifying Similarities & Differences |
| \_\_\_\_ Group Discussion | \_\_X\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_X\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: Students will receive a grade for their tapestry and notes.** | **Notes** |