**Lesson Plan Outline: Google Doc version that can be downloaded**

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| Title of Lesson: | |
| Name: Brady Grove | Age Group: Grade 4-7 |

**1.** **Learning Objectives:** *What do I want the students to learn?*

* have a clear understanding of Eleanor from a biographical point of view, as well as understand her roles in the Rebellion against Henry II with her sons and her divorce from Louis VII
* Integrate their knowledge of the roles that Eleanor of Aquitaine had into the activities and class discussions
* Develop a chronological understanding of Eleanor from a young age to the Queen of France and England
* Participate actively in collaborative conversations

**2.** **Assessment:** *How will the students show their learning and how will I determine if it was successful?*

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| **How will the students demonstrate their learning?**    With each activity we do in class, I will require them to vocalize their findings during each activity as well as when we conclude, I will ask them to tell me one thing they found the most interesting about Eleanor of Aquitaine. | **How will I track their success?**  By asking them to vocalize their group work with the rest of the class, I will be able to see if they are understanding the material we are covering in class. |

**3.** **Prerequisite Knowledge:** *What do the students need to know before we start?*

Students won’t be required to have any prerequisite knowledge of Eleanor herself or the period, however they will be required to have a basic understanding of what a queen is and a general understanding of the roles they played.

**4.** **Supplies Needed:**  *What supplies do I need for this lesson?*

**Students**: Pens, large sheets of paper for the hook and printed/ photocopied worksheet for activity.

**Presenter or Teacher:** Computer and projector for PowerPoint, enough photocopied worksheets for each student

**5.** **Layout of Lesson:**

**Total Allotted Time: 20-25 minutes**

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| **Set Up:**  *What do I need to do prior to beginning my lesson?* | To set up this lesson, I will need to push their desks together in order for the group work and paired activities to be successful. One all of the groups have been put together, I will hand out large sheets of paper, and pens to each of the groups so that they are prepared for the first activity before the lesson. Following the hook, I will then go over the lesson covering the various topics I had listed at the beginning of the PowerPoint. After this, we will be lead into our class activity where the same groups of four or five will do a Ven diagram where the class will compare and contrast similarities between Disney queens and Eleanor of Aquitaine |
| **Hook:**  *How will I attract the attention of the students and make this learning worthwhile?* | **What Does a Queen Look Like to You?**  For this hook I would break the class up into groups of four or five depending on how many students are in class and hand each of the groups out a large sheet of paper and some pens to write with. I would give the students around 2 minutes to list everything they think it means to be a queen. Once time is up, I would get each group to say one or two things on their papers. |
| **Lesson:**  *How will I present the information they need to learn?* | For the lesson the manipulative I would be using is a PowerPoint. Throughout the lesson, I would ensure that after each slide my students felt confident in the knowledge that was being presented. |
| **Activity:**  *How will the students demonstrate their learning?* | For the activity, in the same groups as the first activity I would hand out the worksheet along with a sheet of Disney queens that I printed out. The examples I have listed are Elsa, Sleeping Beauty, Merida, Belle and Cinderella. The worksheet has a Ven diagram, and one side would be titled "Eleanor of Aquitaine" and the other side it would be titled "Disney Queen" and in the middle would be similarities. Using the information we covered in class, they would be tasked with finding differences and similarities between Eleanor of Aquitaine and a queen or princess from a Disney movie. A list of Disney queens they can |
| **Conclusions:**  *How will I end the activity?* | I'll wrap up the lesson by asking each of the students about the differences and similarities they were able to find. Once each of the groups have gone through, we would conclude with one thing they found the most interesting about Eleanor of Aquitaine and then move the desks back to their original spots. |
| **Review and Summary:**  *How will I summarize the learning and affirm that the students understood?* | In order to review and affirm that they understood the lesson, I would ask the students to lead a quick class discussion of their findings. I will ask them if they know of any other real-life queens and briefly discuss them with the class talking about the differences and similarities. If the class cannot think of an example give them an example of the Queen Elizabeth as an example to get them started. |