2/26/14

Grade Nine World History

Unit: The Middle Ages

Lesson: “The Code of Chivalry: Now and Then”

Enduring Understandings:

* Gender is a social construct with layered historical roots and complex modern implications.

Essential Questions:

* What is the “Code of Chivalry”?
* How does the “Code of Chivalry” continue to impact our society?
* Can chivalry and feminism coexist?

Standards:

* CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
* CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
* CC.8.5.9-10.E: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
* [CC.8.5.9-10.F:](http://www.corestandards.org/ELA-Literacy/RH/9-10/6/) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Set-up:

* Connect my computer to SMART Board
* Post “Agree,” “Disagree,” “Strongly Agree,” and “Strongly Disagree” signs in the four corner of the classroom
* Make copies of “Songs of Roland” and The Telegraph article
* Upload NPR article about corruption in the Medieval Church to Edline

Activities:

1. **Four Corners Game (10 minutes):** Students will enter the classroom and sit in their assigned seats. I will ask is anyone has ever played the “Four Corners Game” or knows how to play. After hearing 1-2 student explanations of the game, I will explain that we will be playing a version of this game: Students will gather in the center of the room, I will read a statement (also projected onto the SMART Board) about gender expectations in our modern American society, and students will stand in the corners labeled “Agree,” “Disagree,” “Strongly Agree,” or “Strongly Disagree” depending on how they feel that statement pertains to the gender expectations in our society. I will emphasize that students should respond to the statements based on societal expectations – not their own personal beliefs regarding gender expectations or performance. I will also remind students that this is a silent activity. I will keep tally of student responses to each question for each category on the blackboard. After repeating this process for all 8 statements, I will explain that this exercise was meant to orient students’ minds to the legacy of chivalry, whose origins we will be learning about today. I will also say that we will return to the tally at the end of class.
2. **Brief Lecture (10 minutes):** I will build off student knowledge from prior lessons to introduce the concept of chivalry and the “Code of Chivalry” in the context of the Middle Ages. I will begin by projecting a diagram of the feudal system onto the SMART Board and ask students to explain the image. I will also ask students why the feudal system developed. I will then present one slide explaining how the “Code of Chivalry” was a product of this feudal system, and outline the Code’s key ideals and tenets. I will conclude with a slide about the literature, songs, and poetry of the “Code of Chivalry,” and explain how those mediums were platforms that popularized the Code and it’s ideals.
3. **Poem Recitation and Analysis (5 minutes):** I will distribute a double-sided handout – on one side printed “Songs of Roland” and on the other side printed an article from *The Telegraph*. Two students will read aloud two stanzas from the 778 epic poem “Songs of Roland,” the oldest surviving work of French literature. I will ask students a few questions to guide their analysis of the poem as it pertains to the portrayal of knighthood – What is the tone, rhyme scheme, and rhythm of the poem? How does the speaker describe the battlefield? In the poem, how does one prove their valor or worth?
4. **Article Analysis and Discussion (20 minutes):** After our discussion of “Songs of Roland,” I will inform students that we will now turn our attention to chivalry in modern contexts. I will ask students to flip over their handouts, where they will find the 2011 article in *The Telegraph*, “If Chivalry is Dead, Blame it on the Selfish Feminists.” I will explain that the article is an opinion piece about the modern ideological and practical tensions between chivalry and feminism. I will acknowledge that feminism is a complicated term, laden with all sorts of political, sociological, and philosophical implications. I will ask students to try and define what they think the term “feminism” means. I will then project a simple definition of feminism onto the SMART Board, and tell students that to ground their understanding of this complicated term they can refer to this basic definition. Students will be asked to read the article and then answer the following questions in at least 2 complete sentences on a separate piece of paper:
5. What does the term “benevolent sexism” mean in this article?
6. What activities does Jones engage in that feminist psychologists consider “benevolently sexist”?
7. How does Jones view her own engagement in these activities, and how does her opinion differ from the feminist psychologists?

Students will then discuss their answers with their “letter groups.” Finally, students will discuss the question “Can chivalry and feminism coexist?” in their letter groups, and compose a 2-3 sentence response, recording the highlights of their small group discussion as well as their personal opinions. As students are working independently, I will add up the tallies in the “Agree,” “Disagree,” “Strongly Agree,” and “Strongly Disagree” columns from the Four Corners Game. When students are working in small groups, I will circulate the room to facilitate their understanding of the article and questions.

1. **Wrap up (5 minutes):** We will come back together as a whole class for students to share their deliberations from their letter group discussions.

Homework:

* Read the NPR article about corruption in the Medieval Church