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| Morgan Stocks | School District: PYLUSD | Grade Level: 10th Grade |
| Subject: World History | Lesson Topic: Medieval Trade  | Day(s): 1 Day plan |
| **TEACHER PLANNING** | I. FOCUS AND CONTENT: Students will focus on economic growth and change in Medieval Europe (500-1500) and compare the development in Africa during the same era. Students will learn how to analyze primary sources and analyze in a group setting.  |
| II. CONNECTIONS:Students will utilize the information (lecture, text) previously learned about Africa, Islam, and the trans-Saharan trade to compare and contrast trade and economic change in Europe.  |
| III. MATERIALS AND RESOURCES:A. Traditions and Encounters TextbookB. Primary Source Documents (provided by instructor): “Sundiata and the Reconstruction of Niani” (previously discussed), “Francesco Balducci on Trade” |
| **IMPLEMENTATION: INTERACTIONS, REFLECTIONS, NEW CONNECTIONS** | IV. ACTIVITIES:A. ENGAGEMENT…Students will first listen to a lecture on trade in Medieval Europe. In this brief lecture, the many types of trade, commodities, people who engaged in trading, and geographical boundaries will be discussed.B. DEVELOPMENT…Then, as a class, the students will go through the primary source, “Francesco Balducci on Trade” and discuss what this reveals about the Medieval economy. C. APPLICATION… Using the textbook and the documents, students will pair off and create a list of similarities and differences between the two trading cultures. After, we will assemble back as a class and share our findings.  |
| V. OUTCOMES AND EVALUATIONS:Students learn to evaluate primary sources and secondary sources to extrapolate evidence in order to back up their assertions, as well as compare/ contrast geographically distinct groups. Additionally, the primary sources will demonstrate to the students the economic interconnectivity of these areas during the Middle Ages, illuminating the expansiveness of the Medieval world.  |
| VI. EXTENSIONS: Students learn to comprehend and analyze many types of information (lecture, texts) to draw their own conclusions. Also, the students learn to work in a collaborative environment, both in small and large groups.  |