

## Lesson Description Format

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Lesson name: The Magna Carta

Grade Level: 7<sup>th</sup>

Topic or Unit of Study: Medieval Europe – Late Middle Ages

Objectives:

1. Academic learning objectives:
  - a. I can connect the writing of the Magna Carta to the creation of parliament (early democracy) and, therefore, the decline in power of Kings and Popes.
  - b. I can construct a debate on an issue surrounding the Magna Carta and argue a specific point of view using logic, reasoning, and evidence.
2. Social/moral development objectives (specify domain and developmental objectives):
  - a. Students will be able to decide whose actions were most “right”, King John or the English Nobles
  - b. Students will be able to compare the issues addressed in the Magna Carta to current issues occurring in the United States.
  - c. Consider historical and societal conventions associated with social hierarchy and organization, and relations between equity and equality in concepts of fairness.
  - d. Discuss the notion of personal rights to which everyone is entitled.

Lesson Summary

Paragraph summary of lesson: The Great Magna Carta debate is a three-day lesson designed to culminate in a structured debate based on the issues brought forward by the English Nobles to King John in the 1200s. The lesson begins with a basic introduction to the Magna Carta whereby students read a short article detailing the event and answer specific questions to ensure comprehension of the event itself and the issues at stake. Following the reading and comprehension questions, students will be broken up into groups of 4-5 students. Each group will receive an issue and a side on the issue (King/Noble). Students will then use the remainder of day one to complete preparation for the following day's debate by filling out a specific preparation sheet. Furthermore, students will also select their debate role(s), of which there are 5. On day two, students will be given a short amount of time to make last minute preparations for their debate. Then, students groups will debate each other using the debate structure provided by the teacher. After each round of debate, students will vote on who they thought won the debate and a few students will explain why. On day 3, after the debates have taken place, students will complete a reflection form that covers two areas. First, students will reflect on the debate itself and possible changes they could have made. Second, students will then have a chance to voice their opinion on the each issue brought up in the Magna Carta. This portion is extremely important because students will have a chance to voice their personal opinion regardless of what group/position they were assigned. Furthermore, the reflection will have students connect the issues of the Magna Carta to state a position on modern-day issues that occur in the USA, but are directly connected to the issues between King John and his nobles.

Procedure

1. Step by step description of lesson: Day 1
  - a. Do Now (5 minutes):

- i. Predict: Why aren't there many countries that still have Kings/Queens today? What changed?
  - b. Article/Handout (20 minutes)
    - i. Pass out the article and handout 1
    - ii. Have students work together with their shoulder partner to complete the handout
    - iii. Debrief questions with students
  - c. Debate Prep (25 Minutes)
    - i. Students will read aloud each segment of how a debate works
    - ii. Students will then rewrite each step in their own words
    - iii. Students will then review the three topics involved in the debate in their own groups while the teacher assigns each group an issue
    - iv. Students will have 10-15 minutes to begin formulating their arguments and divide up roles/responsibilities
  - d. Pack Up (2-3 minutes)
2. Step by step description of lesson: Day 2
  - a. Do Now (5 minutes):
    - i. Get out your debate prep sheet
  - b. Final Preparation (10 minutes)
    - i. Students will get with their groups to finalize their arguments
  - c. Debate (35 Minutes)
    - i. Remind students of how a debate will work and what they should expect
    - ii. Have volunteer groups go first
    - iii. Complete the debates with the rest of the groups
  - d. Pack Up (2-3 minutes)
3. Step-by-Step instructions: Day 3 (Short class – 30 min)
  - a. Do Now (5minutes)
    - i. Teacher will pass out handouts as students enter the room
    - ii. Do Now: answer question 1&2 on your handout
  - b. Reflection (15 minutes)
    - i. Review directions with the class
    - ii. Give students the next 15 minutes to silently complete reflections 3-6
  - c. Debrief (10 minutes)
    - i. Have student volunteers share their answers for reflections 3-6
  - d. Pack up
4. Time allotment: 140 minutes (2 and ½ days of class)
5. Questions used to guide discussion and/or reflective homework
  - a. See handout
6. Describe homework or in-class written assignment to accompany discussion
  - a. In class written reflection that will allow students to vent their particular opinions on each issue brought up in the Magna Carta debate. Furthermore, students will equate and take a stance on the issues modern day equivalent.

#### Managing learning Environment

1. Day 1 – Students will work with their seat partner to complete the article and comprehension questions. Then students will be placed in groups selected by the teacher and made in advance. In groups, students will all select roles as a way to ensure equal group work and participation.
2. Day 2 – Students will continue in pre-selected groups.
3. Day 3 - Students will work independently to answer reflection following the discussion itself.

#### Instructional Materials

1. Handouts
  - a. Article – The Magna Carta

- b. Handout 1 – Magna Carta
- c. Handout 2- Issues of the Magna Carta
- d. Handout 3 – How a debate works/Debate prep sheet
- e. Handout 4 – Magna Carta Reflection