

Feudalism

Reading like a Historian: Life as a Serf

Interactive Notebook

Inquiry Question:

What was life like for a medieval serf and how do you know?

READI Reading History Module

**Reading like a Historian: Life as a Serf
Student Interactive Notebook**

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Hard Work**Individual Think-Write**

Think about the hardest job you have ever had to do. Why did you have to do this job? What were your responsibilities? What were you expected to do? What made it so hard? Write about this experience below.

**Pair Share**

Now you are going to share your experience with your partner. You may either read what you wrote in the above box or just tell them about your experience. Notice the commonalities and differences between your experiences.

Whole Class Share

Be ready to share something you wrote or heard with the class when the teacher asks you for your ideas.

Text A: The Feudal System**Text B: The Peasant's Life and The Serf's Life**

We will be investigating the life of the commoner in Medieval Europe under feudalism. Common people were called peasants and serfs, but there were definite differences between these two groups.

Individual Think-Write

Read Text A and Text B. Try to identify what makes someone a peasant and what makes someone a serf. While reading, make your thinking visible by Talking to the Text. Your teacher will tell you which one to use.

Pair Share

Before talking to your partner, star three ideas in your Talking to the Text that you want to share. These ideas might be questions, comments, connections, or predictions. With your partner, go through Text A and Text B, discussing your thinking. Take turns sharing and listening.

Whole Class Share

Be ready to share something you wrote or heard with the class when the teacher asks you for your ideas. The teacher will chart your responses on the board. Take notes, following along with your teacher on the graphic organizer on the next page. When the discussion is over, you will be making a statement about the life of a commoner.

Text A and B

Peasants	Serfs

Pull the information together. Make a statement about the life of a common person based on your notes above. Then highlight at least one piece of a text that you used to come to this conclusion.

Text C: Life in the village

Your teacher will briefly model strategic reading (by using Think Aloud) with the first paragraph of Text C. Pay close attention to the ways in which he/she makes sense of the text. Write down any reading strategies you notice that help your teacher read more deeply.

Reading Strategies List

Whole Class Discussion

How is your teacher making sense of what she is reading?

Individual/Pairs Read

Continue reading the text. While reading, make your thinking visible by Talking to the Text

Pair Share of Your Reading

With a partner, go through the text sentence by sentence (or paragraph by paragraph) discussing your reading. Take turns sharing and listening.

- Share comments, questions, understandings, roadblocks, reading processes--*how* you made sense of the text, how you built new understandings.
- Listen to your partners' thinking and elicit more thinking with questions such as:
 - What did you do?
 - How did that help you understand the reading?
- Help each other clarify roadblocks.
- Add good ideas from your discussion to your notes.

Whole Class Discussion

Be ready to share your questions and understanding of this text with the class.

- What were the roadblocks and how did you get through them?
- Are there any words or phrases that you and your partner could not figure out?
- Is there something you still need to clarify?
- What does this text tell you about the life of a serf?

Add any new strategies to your Reading Strategies List.

Creating a Claim

Teacher model

Now that we have learned something about life at this time, what claims we can make about what life was like for a medieval serf living in the feudal system? Based on Texts A, B and C, what do we think we can say about a serf's life?

My Teacher's Possible Claims

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In order to make a strong claim, you must find evidence in the text to support your claim and cite that evidence. Your teacher will briefly model how to consider evidence for his/ her claim by reading the first two paragraphs with you.

Possible Evidence from the Text (quotes and paraphrases that support my teacher's claims)	Citation (text, page & paragraph number)	Insights, Thoughts and Questions
<i>Example: "...followed the seasons--ploughing in autumn, sowing in spring, harvesting in August."</i>	<i>Text C, p.4, paragraph 1</i>	What did they do in the winter?

Pair Work

With your partner, create a few claims that answer the Essential Question:

- What was life like for a medieval serf?

Our Possible Claim(s)

In order to make a strong claim, find evidence in the text to support your claim and cite that evidence.

Possible Evidence from the Text (quotes and paraphrases that support my teacher's claims)	Citation (text, page & paragraph number)	Insights, Thoughts and Questions
<i>Example: "...followed the seasons--ploughing in autumn, sowing in spring, harvesting in August."</i>	<i>Text C, p.4, paragraph 1</i>	What did they do in the winter?

Continue gathering evidence for your claim(s) on the next page.

Possible Evidence from the Text (quotes and paraphrases that support my claims)	Citation (text, page & paragraph number)	Insights, Thoughts and Questions
<i>Example: "...followed the seasons--ploughing in autumn, sowing in spring, harvesting in August."</i>	<i>Text C, p.4, paragraph 1</i>	What did they do in the winter?

Whole Class Discussion

Your teacher will be calling on several student pairs to share a claim you are considering and evidence from the texts that you think support your claim. You will need to explain *how* the evidence supports your claim. How do you know? Be sure to cite the paragraph and page number where you found this information. Your teacher will add this to the class notetaker. Add notes and citations to your notetaker, too.

Individual Think-Write

Look back at your claim(s). Now that you have discussed more possible evidence, are there any changes (revisions) you want to make to your claim(s)? Is there a new claim you want to capture?

Feudalism--Serf Thomas & Anne

Draw Your Claim and Evidence

Your teacher will give you a simple drawing of a medieval couple named Serf Thomas and Serf Anne. Using the evidence you have gathered on your notetaker so far, add detailed pictures and phrases showing Serf Thomas and Serf Anne's life. Show your claim(s) your drawing and make it come to life! Use the questions below to guide you.

- What was life like for a serf living in Medieval Europe?
- What did serfs do during the day?
- How were serfs treated by others?
- Where did they live?
- What might they be thinking?

Pair Share

Turn to your partner and share at least two parts of your picture. Your teacher will ask for volunteers to share their drawings with the class and explain how they know.

Text D: Feudal Peasants

Individual Read

Read the Text C silently. Make your thinking visible as you read by Talking to the Text

Pair Discussion

With your partner, go through the text discussing your reading bit by bit. Be sure to take turns sharing and listening.

- Share comments, questions, understandings, roadblocks, reading processes--*how* you made sense of the text, how you built new understandings.
- Listen to your partners' thinking and elicit more thinking with questions such as:
 - What did you do?
 - How did that help you understand the reading?
- Help each other clarify roadblocks.
- Note commonalities or differences between you and your partner in your reading process.

Whole Class Discussion

Be ready to share your understanding of these texts with the class.

- What were the roadblocks and how did you get through them?
- Are there any words or phrases that you and your partner could not figure out?
- Is there something you still need to clarify?
- What does this text tell you about the life of a serf?

Pair Work

- Now that you have learned more, what new claim do you want to make to answer our question?
- What claims do you now want to revise?
- What new evidence can you gather from this text to support your claims?

New Claims and/or Revised Claims

Possible Evidence from the Text (quotes and paraphrases that support my claims)	Citation (text, page & paragraph number)	Insights, Thoughts and Questions

Possible Evidence from the Text (quotes and paraphrases that support my claims)	Citation (text, page & paragraph number)	Insights, Thoughts and Questions

Draw Your Claims and Evidence

Using your new or revised claims and the evidence you have gathered on your notetaker, add to your drawing of Serf Thomas and Serf Anne’s life.

Pair Share

Turn to your partner and share at least two parts of your picture. Your teacher will ask for volunteers to share their pictures with the class.

Text E: The Medieval Church

Individual Read

Read the Text D silently. Make your thinking visible by Talking to the Text.

Pair Discussion

With your partner go through the text discussing your reading bit by bit. Be sure to take turns sharing and listening.

- Share comments, questions, understandings, roadblocks, reading processes--*how* you made sense of the text, how you built new understandings.
- Listen to your partners' thinking and elicit more thinking with questions such as:
 - What did you do?
 - How did that help you understand the reading?
- Help each other clarify roadblocks.
- Note commonalities or differences between you and your partner in your reading process.

Whole Class Discussion

Be ready to share your questions and understanding of this text with the class.

- What were the roadblocks and how did you get through them?
- Are there any words or phrases that you and your partner could not figure out?
- Is there something you still need to clarify?
- What does this section tell you about the life of a serf?

Pair Work

- Now that you have learned more, what new claim do you want to make to answer the question?
- What claims do you now want to revise?
- What new evidence can you gather from this text to support your claims?

New Claims and/or Revised Claims

Possible Evidence from the Text (quotes and paraphrases that support my claims)	Citation (text, page & paragraph number)	Insights, Thoughts and Questions

Possible Evidence from the Text (quotes and paraphrases that support my teacher's claims)	Citation (text, page & paragraph number)	Insights, Thoughts and Questions

Draw Your Claims and Evidence

Using your new or revised claims and the evidence you have gathered on your notetaker, add to your drawing of Serf Thomas and Serf Anne.

Pair Share

Turn to your partner and share at least two parts of your drawing. Your teacher will ask for volunteers to share their drawing with the class.

Feudalism--Final Assignment

Individual Talking-to-the-Drawing

Look at the copy of your classmates' Serf Thomas & Serf Anne drawing. You are becoming an expert on this time period. Show off your knowledge by Talking to the Text on this drawing. Write comments, questions, understandings, and connections. What more could you add using the evidence we collected? What thoughts or comments might Serf Thomas or Serf Anne have in this scene? Add these as thought or speech bubbles.

Partner Share

Share what you have added to the class picture with your partner. Then, at the bottom of your picture, write a claim that sums up your answer to the essential question, based on everything you have learned.

- What was life like for a medieval serf and how do you know?

Life as a serf was _____ because _____.

Whole Class Share Out

Your teacher will be calling on several student pairs to share the claims you have made about serf life. Be ready to cite your evidence and to explain how your evidence relates to your claim.

Writing Assignment: Serf Diary Entry

You are going to write a diary entry as a medieval serf living under feudalism. Emphasize what occupies your mind, what you see and feel in your day-to-day life, and where you go throughout the day.

- Be sure your diary entry uses complete sentences.
- Include details from what you have studied in this inquiry. Only use claims that the class has supported with evidence.
- Your diary entry should be at least two paragraphs long.

What I Learned (Final Reflection)

Individual Think-Write

Silently read and answer the questions.

- 1. What do you understand about life as a serf that you didn't understand before?

- 2. Compare your life with what you now understand about Serf Thomas and Serf Anne's lives. How are their ways of thinking and their power to make choices the same or different from yours?

3. Think about how you read, created claims, cited evidence from the text, and revised your claims. What did you learn about reading history, historical claims and evidence?
